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Community School Smart Growth Planning Study

***New Perth  
Amboy High  
School***

**Design Competition  
Community Research**

Prepared for  
City of Perth Amboy  
Perth Amboy Board of Education

October 2002

Prepared by:  
Ellen Shoshkes, Ph.D.  
Architect and Planner  
Project Director

# Preface

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The City of Perth Amboy and the Perth Amboy Board of Education have formed a partnership to conduct a juried national design competition for the new High School.

The new school will be built with state funds as part of the \$12 billion school construction program authorized by the Educational Facilities Construction and Financing Act, which was signed into law on July 18, 2000. As one of the 30 Abbott, or “special needs” districts, Perth Amboy has received approval for capital investment of \$112 million in state funds, to construct a new high school and new elementary school, and to renovate three elementary schools and two middle schools. The school construction program presents Perth Amboy residents with an unprecedented opportunity to redesign schools and schooling. Since the school construction program will have such an

*A constitutional education in the urban districts “depends to a significant extent on the money spent for it, and on what that money can buy—in quality and quantity—and the ability to innovate.” Abbott v. Burke (1990)*

Source:  
Education Law Center

enormous impact on Perth Amboy—and the state’s—future physical and social landscape, an examination of the choices this program engages is crucial to such a significant public effort. The design competition provides a framework for this investigation.

The Perth Amboy High School design competition will demonstrate that it is possible do comprehensive planning, with substantial community input, and encourage innovative thinking from designers nationwide about the new schools and how they fit into New Jersey’s communities, without adding unnecessary time or cost. Thus it is intended to serve as a model that can be replicated in other New Jersey cities and towns, as well as in other states undertaking similar school construction programs. The goal is not only to enhance the quality of the design of the new high school in Perth Amboy, but more generally, improve the quality of the planning and design process for the next generation of schools.

This project involves two phases. Phase One, the Community School Smart Growth Planning Study, is funded by a grant from the New Jersey Department of Community Affairs (DCA). Phase Two, a two stage national design competition, is funded by the National Endowment for the Arts (NEA) and the New Jersey Economic Development Authority (EDA). With additional funding from the Robert Wood Johnson Foundation’s (RWJF) New Jersey Walks program, this project also considers opportunities that exist in the design of the new school for improving health, in particular by encouraging the school community to engage in more physical activity on a daily basis.

# Executive Summary

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This section summarizes key findings from the research, highlights the issues raised concerning the new high school and makes recommendations to address those issues, organized according to the sections of the report in which more detail can be found.

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## Section of the Report

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## Recommendation

### State and Federal Policy

Both the Abbott reforms and federal No Child Left Behind legislation call for a comprehensive approach to educational improvement, addressing both the academic and social needs of students. This consensus on the benefits of a comprehensive approach is based on the recognition of the need to ensure that children are physically, socially and emotionally ready to learn and that they have extensive, on-going supports designed to promote their achievement.

- Provide adequate space for all programs needed to both assure the academic achievement for students as well as help students and their families overcome the barriers to achieving that goal

### Perth Amboy School District Profile

The Perth Amboy School District faces enormous challenges because of overcrowding due to population growth. Perth Amboy's population grew faster than both the county and the state, increasing by 12.7 percent between 1990 and 2000. If current growth rates persist the district will exceed the projected 23 percent growth in enrollment in 2006. The district is also very young. The pre-kindergarten to fourth grade cohort represents almost half of the total district enrollment. The number of children under the age of five (3,805) represented eight percent of the total population in 2000 according to the US Census. Many of these young people are at risk of dropping out of school. Even so, given current growth rates it is likely that the enrollment for the high school could swell beyond current projections of 2,746 by 2008.

- The rapid growth and youth of the Perth Amboy population signal the need for realistic long term planning.

The district is also challenged by the large population of low-income, first-generation immigrant families. These recent immigrants retain strong ties to their homeland and frequently return there for an extended time, which accounts for the high mobility rate for students in the high school. The fact that nearly three quarters of Perth Amboy's foreign born population are not US citizens reflects their transitional/transnational identity.

- The school should provide a focal point in the community that both students and their parents can turn to for help in accessing a wide array of services and supports they need to ensure they become responsible, productive and fully participating members of this society.

## Section of the Report

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### High School Educational Program

Like all schools in New Jersey PAHS is aligning its curriculum with the Core Curriculum Standards that define what a student should know upon graduation from high school. However, standards based reform does not imply a standardized delivery system. Learner expectations must be closely related to the challenges, opportunities in work, family, community, personal life and the lifelong learning each of those roles and responsibilities demands. This requires a personalized approach, to make learning relevant to real life.

The high school faculty are committed to personalizing the curriculum for Perth Amboy, creating smaller learning communities organized as academies, providing education and training in career clusters and career pathways geared to the region's growth industries. (The top growth industries in Middlesex are business services, health services, engineering, social services and transportation services.)

### Perth Amboy Master Plan

A major component of Perth Amboy's ambitious redevelopment effort is to transform hundreds of acres of abandoned and contaminated parcels, the legacy of the city's heyday as a manufacturing center, in an era with no environmental regulations. The proposed site for the new high school is adjacent to the city's Redevelopment Area 3, which will be easily accessible to the high school with the proposed extension of Maurer Road.

## Recommendation

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- As an educational facility, the building should embody the school's commitment to reform, and to a new vision that represents a community of learning in more than one sense: a meaningful symbol of respect for the environment, and the physical and economic health of the community.
- Changes to the curriculum focused on project-based learning and relevant learning expectations should drive the design of the new high school building and its grounds.
- Use sustainable design as a tool to help the school fulfill its education mission, as well as help the city achieve the goals of its Master Plan.
- Standing at a gateway to the city, the school should be a prominent architectural landmark, a concrete statement of the community's accepting responsibility to care for the environment through deliberate and thoughtful design decisions.
- Stimulate economic development by coordinating the design of a business services career academy with the city's efforts to develop a business and industrial park in Redevelopment Area 3.

## Section of the Report

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### Master Plan, continued

The proposed site for the new high school is in an area that has been walled off from the rest of the city by a tangle of high speed roads and access ramps. Access to the site requires crossing several busy intersections. Construction of the new school provides an opportunity to bridge that barrier, and achieve the goals of the Master Plan.

One issue of potential concern is the need to bus students to the site. Luckily, the proposed site of the new high school is located on two NJ Transit bus lines (#816, #116) which serve most of the city. It is a goal of the Master Plan to encourage use of public transportation.

The city is currently working with the county to raise funds for a new bikeway that will run along unused railroad racks that skirt the site of the new municipal complex, which will also house an athletic center and the public library.

The proposed site for the new high school is close to two city parks which have recently been upgraded.

### Workforce Trends and Training Needs Assessment

Middlesex County is projected to lead the state in terms of employment growth, and will also lead the state in growth of jobs that require at least an associates degree. However a combination of language barriers, limited education and job skills impede the ability of many Perth Amboy residents to fully participate in the region's growth. Twenty three percent of all residents over age 25 have less than a ninth grade education. Less than ten percent have a bachelor's degree or higher. A high rate of teen-age pregnancy, along with a high incidence of single parent households, contributes to a drop out rate among Perth Amboy High School students significantly higher than the state average. The Middlesex County Workforce Investment Board (WIB) has concluded that Perth Amboy youth "without question require additional assistance to complete an educational program or to secure and hold employment."

## Recommendation

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- The high school should be integrated with the life of the community, not set off as a world apart. The strategy for access to the school from the community should be coordinated with the circulation component of the Master Plan.
- Coordinate with NJ Transit to ensure that the location of bus stops, design of bus shelters, and frequency of service will encourage people to use public transportation to the school.
- Encourage walking and biking to school by extending the proposed bikeway and pedestrian network.
- Coordinate the planning and design of the site plan for the new high school with the city's park and recreations plans
- Coordinate the Middlesex WIB Youth Investment Council's planning effort targeting services for "at risk youth"—which already involves the significant participation of the Perth Amboy adult school principal, and high school guidance department staff—with design of the curriculum for the new career academies.

## Section of the Report

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### Health Needs Assessment

The most significant public health issue for Perth Amboy is obesity. Almost half of Perth Amboy's population is overweight, with is twice the national average, already considered at epidemic proportions. Cardiovascular disease, type 2 diabetes and cancer are all linked to overweight and obesity. The prevalence of obesity in Perth Amboy is twice that for the state and more than double the national average. The leading cause of obesity is lowered activity levels. Physical activity has been identified as one of the nation's leading health indicators, in Healthy People 2010, the national health objectives for the decade.

### Community Resources

Both Abbott and No Child Left Behind call for closer collaboration with community stakeholders and parents as essential to improve school effectiveness. At the same time that it is essential to design the school for wider community use, it is equally important to remember that the school is not just the facility. Active learning takes place outside the four walls of the school building.

## Recommendation

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- The new high school should provide a healthy environment where students learn and participate in positive dietary and life-style behaviors and practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children, thereby optimizing their performance potential.
- Provide a place for adults, community activities, and partners inside the school.
- Identify which programs need to take place in school, which can take place out of school building, on the campus or off. For example, part of the program in a health sciences academy could be housed at the Raritan Bay Medical Center, which is easily accessible from the new high school by public transportation (the #116 Bus.)
- Utilize interactive technology to tap into community resources at every scale of community from the local to the global.
- Link new educational programs with community development efforts, through field work, internships and community service projects, to teach students to analyze the educational and social issues facing the school and the community.

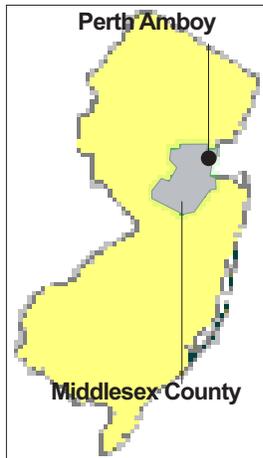
# Table of Contents

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	Page
Preface	1.
Executive Summary	3.
Introduction	8.
Reports of the Community Steering Committee	10.
Organization of This Report	19.
Federal and State Policy Context	20.
State Education Policies	20.
Federal Education Policies	28.
Perth Amboy Schools Long Range Facilities Plan	30.
School District Profile	32.
High School Profile	38.
High School Educational Programs	40.
District Educational Programs	42.
Community History: The Big Picture	44.
Perth Amboy Redevelopment Plans & Projects	48.
FOCUS 2000	50.
Master Plan	52.
Summary of Existing and Proposed Projects	55.
Employment Trends	56.
Employment Growth By Education and Training Requirements	58.
Training Needs and Planning Initiatives	60.
Career Clusters and Pathways in Demand in the Middlesex WIB	62.
Community Health Needs Assessment	68.
Community Resources	72.
Community Resource Inventory	73.
Summary Findings and Recommendations	78.
Appendix A: Subcommittee Bibliographies	82.
Appendix B: Perth Amboy School District Enrollment Projections	96.
Appendix C: Career Cluster Taxonomy	97.
Credits and Acknowledgements	98.

# Introduction

## The Context



The Abbott ruling and New Jersey School Construction Program presents residents of Perth Amboy with both a once in a life time opportunity and a daunting challenge.

The opportunity is to rethink what a high school for the 21st century should look like. To build a school that is an inspiring, challenging, and flexible learning environment. To connect the school to the community (at various scales of community), physically and virtually. To integrate planning and design for the new school with holistic community planning and design—to improve the educational environment by using the planning and design process for the new school as a tool for positive change.

The challenge is to resist preconceived ideas of what a high school should look like (often resembling the school we went to). To discard cookie cutter “one-size-fits-all” plans. To truly think out of the box while accepting limitations imposed by the purposes and restraints on the uses of Abbot funds.

Perth Amboy has seized this opportunity and is rising to this challenge. In February 2001 the City and Board of Education formed a partnership to undertake the Smart Growth Community School Planning Study and Design Competition to incorporate careful planning, community input and creative new designs in the new high school. The partnership adopted as a guideline for this project a widely endorsed set of planning and design principles for learning environments that best meet students’ needs as well as serve as centers of their communities.

The design principles are not intended as a blueprint, but as a framework for focusing the investigation and discussion of design issues and options before decisions are made.

The six design principles are predicated on three generally accepted conditions: learning is a lifelong process, design is always evolving, and resources are limited.

## School Planning and Design Principles

The six principles assert that, in order to meet the nation’s needs for the 21st century, we must design learning environments that:

1. Enhance teaching and learning and accommodate the needs of all learners.
2. Serve as centers of the community.
3. Result from a planning/design process involving all stakeholders.
4. Provide for health, safety and security.
5. Make effective use of all available resources
6. Allow for flexibility and adaptability to changing needs.

## The Process

In April 2002 Perth Amboy Mayor Joseph Vas and Superintendent of Schools Pablo Clausell held a public forum to kick off the Smart Growth Planning Study and to invite people from across the community to volunteer to serve on the New High School Community Steering Committee. Over one hundred people, including parents, teachers, students, residents, and civic leaders volunteered to work intensively to develop a broad consensus on a vision for the new high school that builds on current strengths of the school, the district, and the community. This process follows an approach designed to:



Lou Gumbs Jr. presenting the report of the Special Themed Academy Subcommittee to the Board of Education in June, 2002.

- Involve a broad cross section of community members to articulate what people want to see in the high school.
- Determine the resources and facilities needed to support the mission and goals of the high school for students, as well as to benefit the community as a whole.
- Learn from local experience and national experts which potential uses of the high school facility has the biggest impact on student learning
- Support a healthy and ongoing connection between the high school and this region's growing economy
- Tap into the enormous value that parents, community groups, businesses and service organizations can have for the educational experience of students.

### **Community Steering Committee**

The New High School Community Steering Committee is organized into four subcommittees, each concerned with an issue considered truly strategic to the future of the High School:

#### **Innovative Learning Environments Special Themed Academies Healthy Schools and Life-styles Community Learning Centers**

The subcommittees met weekly throughout the spring, to review relevant literature and models, and engage in discussions focused on the unique assets, problems, opportunities and aspirations of Perth Amboy High School. These discussions were framed around asking: what works and should be retained; what features are not working but should be fixed; what are the opportunities cannot be taken advantage of currently; and what would an ideal school look like? Each subcommittee drafted a list of desired features, characteristics, and programs and made a report to the Board of Education at its last meeting before the summer break. The subcommittee reports are presented on the following pages, edited slightly for length. (See Appendix A for a full list of the literature, web sites and examples each subcommittee reviewed).

## Subcommittee Reports: Innovative Learning Environments

### Committee Members:

*Marcella Massopust, Chair*

*Anne Gumbs*

*Inga Kessler*

*Arlene Duda*

*Linda Schmelzer*

We read and discussed a wide variety of research articles on this topic. We identified some concerns with the current facility, both in the physical plant (i.e. inadequate heating and ventilation systems) and in the design (i.e. insufficient space for: small group projects, informal get-together rooms/lounges for both teachers and students, and displays).

The research clearly supported the concept that the quality and design of the learning environment has a very strong effect on the quality of the learning that takes place.

During the last century school buildings were designed for large group, teacher-oriented instruction, taking place in isolated classrooms. This outdated approach has become particularly problematic in large, urban high schools. Research shows that the impersonal nature of large high schools leaves too many young people feeling apathetic, alienated, and isolated from their peers, their schools and their communities.

However, in urban areas where vacant land is scarce it is probably necessary to build large high school facilities. We recommend learning more about interesting work being done in Chicago and New York to design large school buildings that support small learning communities, and applying the lessons in the design for the new Perth Amboy High School.

*The environment should reflect the school's philosophy of teaching and learning regardless of size, shape or location.*

### In our vision, the new PAHS is:

- A caring, nurturing community, with a warm, welcoming atmosphere that can be sensed from the moment one enters
- A community founded on mutual respect among students, faculty, support staff, parents and administration
- A democratic, empowering safe haven;
- A place where it is OK to have ideas, and to express them openly.

The facility is designed in a way that:

- Embodies, supports, and promotes this vision, regardless of size, shape or location
- Creates places where teens want to be.
- Allows for project-based rather than teacher-centered instructional approach
- Promotes a balance between structure and discipline, encouraging creativity.
- Supports opportunities for more active rather than passive learning

### Learning spaces (formerly known as “classrooms”)?

- Accommodate and support new learning and teaching styles
- Are flexible enough to accommodate multiple activities
- Vary in both size and location—they may even be in other facilities such as museums, libraries, and hospitals.

In describing our ideal environment, we determined that both Early Childhood Education and Art Education serve as good environmental models that can be adapted to a variety of other disciplines. In both models, the environment has long been recognized as a key element in the learning process, every bit as important as the activities planned/offered.

**Some additional ideas we would want considered in the design process are:**

- Strengthen the integral relationship between the school and the community
- Provide space where parents feel welcome and can actively participate in their child's education
- Use of design and materials that promote health, safety, security and accessibility
- The importance of natural light, non-glaring artificial light, good acoustics, adequate heating and cooling, good ventilation, a variety of textures and colors.
- Realistic long-range planning that allows for anticipated growth of the student population, based on community redevelopment and new housing.

The building itself should reflect the heritage of the community (i.e. the terra cotta wall being donated to the Historical Society could be incorporate din the new PAHS. Other pieces designed and made by talented Hispanic artists in the terra cotta companies in Perth Amboy during the last century could be displayed.) The design of the building or buildings should serve as a source of community pride and reflect the highest standards of architectural design.

Finally, we recognize that the physical design of the learning environment is important, but it's success in maximizing learning will to a large extent depend on the community and program that it houses. If the committed faculty, students, parents, and community continue to work together to this end, we will be successful in graduating individuals with a strong sense of respect, direction independence and self-reliance, citizens who have learned how to continue to learn, and who recognize and embrace the fact that learning is a life long process.



The building itself should reflect the heritage of the community, for example the achievements of the terra cotta industry.



A two-story two square is a skylit crossroads with ample places to sit, at Nobel High School, in North Berwick, Maine. The school participates in the Coalition of Essential Schools, which encourages innovation in teaching. The award winning design of this facility is tailored, interdisciplinary learning for 1,500 students and provides space for unique community programs and resources. But despite its size, it also has a small school ambiance.

Source: National Clearinghouse for Educational Facilities ([www.edfacilities.org/ga/](http://www.edfacilities.org/ga/))

Subcommittee Reports:  
**Special Themed Academies**

*Subcommittee Members*  
*Louis E. Gumbs, Jr. Chair*  
*Charlene Rutherford*  
*Nancy Kessler*  
*Irene Fic*  
*Austin Gumbs*

After an extensive amount of reading and discussion, we believe that smaller, themed academies, whether in freestanding buildings or as schools-within-a-school, would be a very positive approach to secondary education in Perth Amboy. We have developed the following vision:

In the 21st century Perth Amboy High School is a learning institution where students have the opportunity to explore career clusters in seven themes:

1. Performing and Fine Arts
2. Health Sciences
3. Environmental Sciences
4. Journalism/Communications
5. Culinary and Hospitality Arts
6. Business and Information Technology
7. Public Safety and Civic Affairs

Our Academies service 200 students each, accounting for 1,400 students of our 2,700-student population. The remaining 1,300 students enjoy a choice of special education, alternative programs, and liberal arts/general education, where they have the opportunity to explore the varying academies through choice of electives. This structuring of the academies has drastically reduced the drop out rate by 82%.

Although our students are divided into academies, the interaction of all of the students is not limited. There are many opportunities to interact with one another. There are shared lunch periods in a common cafeteria environment. Students also take advantage of the indoor/outdoor

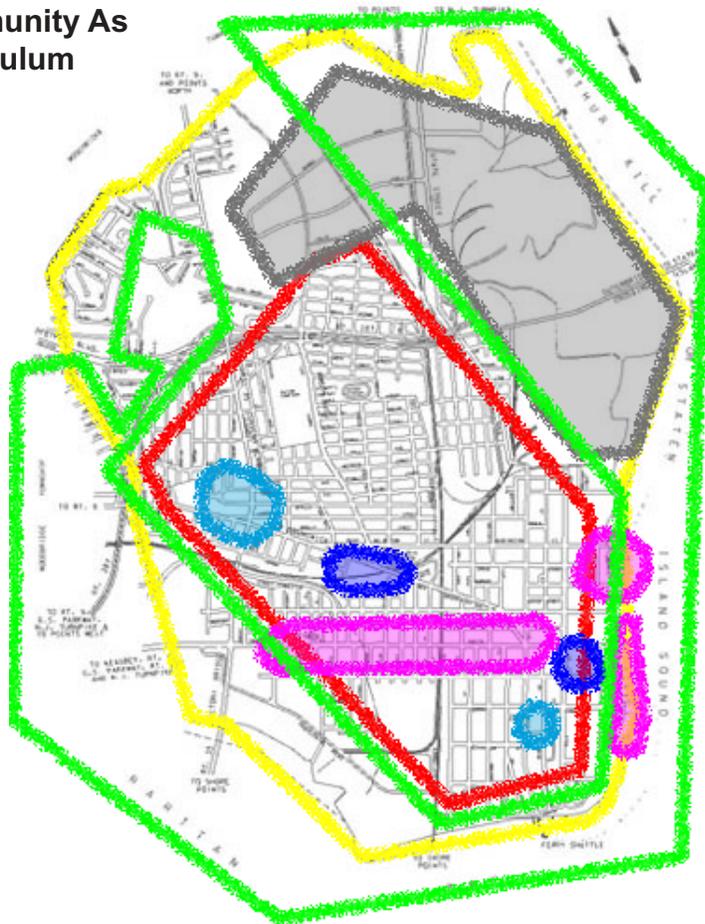
courtyard and atrium (which allows natural light to filter in) where the space is provided for studying and socializing. The physical education and library space is also jointly used. After school programs allow for sport teams, clubs and organizations and volunteer opportunities.

Perth Amboy High School students are motivated and eager to explore their chosen academy; these academies have been introduced to them in the 7th and 8th grade. Parents and students were given a resource guide, there have been orientations (opening the lines of communication) and our school resource room is open to all parents for further exploration of the academies. We have also benefited from the Junior High School goal oriented programs such as Gear Up. These programs and the introduction of the academies in the 7th and 8th grades have peaked curiosity and enthusiasm for entering Perth Amboy High School.

Our staff is dedicated and energized. They are able to delve deeper in their specialty areas and are able to utilize more of their skills. The teaching staff is welcomed to share their ideas and is open to further training and staff development. They learn from their students as well. The staff is less stressed because they are working with students, who share common interest and are eager to learn. The students are there by choice, not necessarily by force. The student-teacher relationship benefits from a smaller teacher/student ratio and is based on good rapport.

Perth Amboy High School benefits from high parent involvement. Our parents are supportive and very active in the management of the school. They are used as a resource financially, emotionally and physically. The parents serve as mentors, tutors and partners in programs.

## Community As Curriculum



*Performing and Fine Arts*

*Health Sciences*

*Environmental Sciences*

*Journalism and Communications*

*Culinary and Hospitality Arts*

*Business and Information Technology*

*Public Safety and Civic Affairs*

Diagram of community resources to support teaching and learning aligned with proposed academy themes.

We are proud that our community involvement is extensive. Our community not only serves as a classroom outside the physical school building but it engages residents of the community school programs (after school, co-op education, internships, as well as employment.) We have forged new partnerships with community business and institutions of higher learning including but no limited to: the Raritan Bay Medical Center, Middlesex County College, Perth Amboy Police Department, Neighboring Hotels, Local businesses, newspapers, theater groups and media centers. Middlesex County College has helped us institute several of our theme academies and is a vehicle for our students to pick up college credits through AP classes. Our school has been fortunate enough to draw on financial and professional backing to run our academies. We have an on-staff grant writer who secures our funding (present and future.)

The majority of our graduates go on to post secondary education. Some of the students directly continue or enter career paths. They give back to the community as well as the school with their knowledge. We have begun the task of tracking our students through data collection and alumni services. Our students have been noted to say that their high school experience has given them a clearer insight to what their short and long term goals are. They are able to make more informed choices based on their chosen academy. We are excited and proud that we are helping produce independent and committed adults.

It is also the recommendation of this committee the appropriate committee, board or person apply for the available grant for Smaller Learning Communities (SLC) the final deadline for this grant is February 2003.

Subcommittee Reports:

**Healthy Schools**

*Committee Members*

*Greg Ficarra, Chair*

*Sandy Mansonet*

*Mary Ratkowski*

*Gidget Lopez*

*Martine Nielsen*

*Lynn Morgan*

*Dominic Valentin*

*Mary Ann Tsoukalas*

*Ronnie Rothstein*

All categories of recommendations are concerned with two areas:

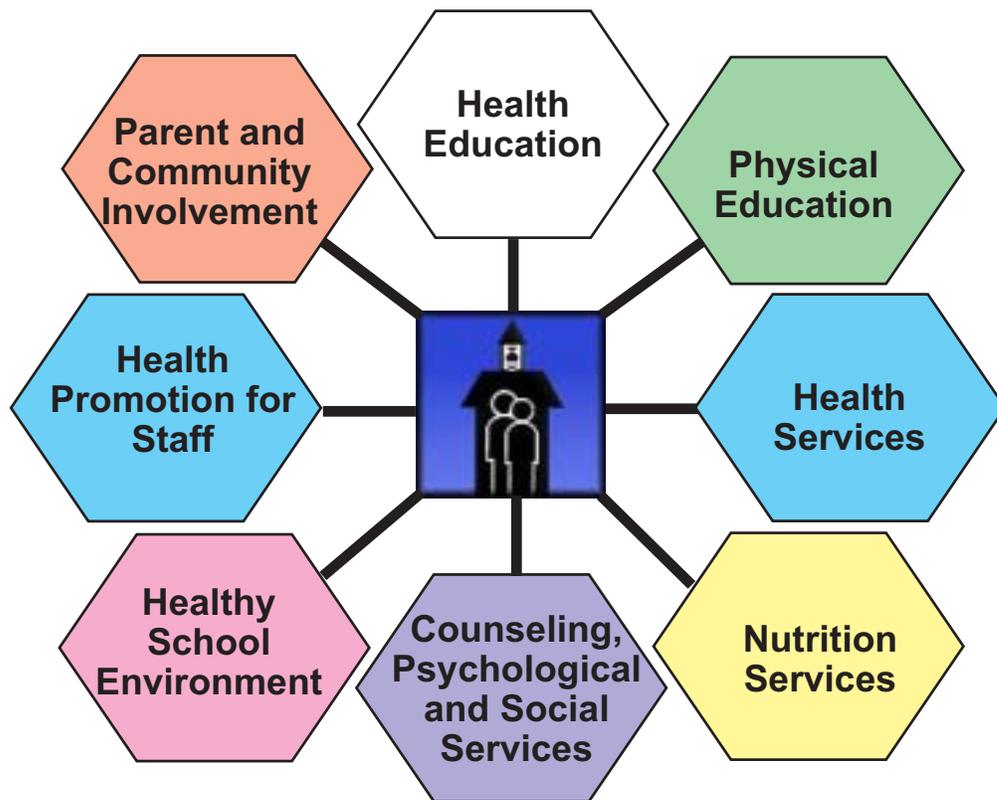
1. Providing service to students and the community; and
2. Linking with occupational experiences

**Cafeteria/Nutrition**

- Student Cafe: round tables and theme court setting to promote better communication and socialization;
- Comfortable and safe environment, video surveillance;
- Community Center for activities;
- Food Service Learning Center: cooking, baking, catering, stock inventory, computer use related to food service;
- Student run after school cafe/bakery.

**Health Profession/Career Path**

- A curriculum that can lead to careers in the medical field at all skill levels;
- Link with our in-house medical staff, shadowing nurse or nurse practitioner or Raritan Bay Hospital staff.



**Center for Disease Control (CDC) Coordinated School Health Model**

### **School Based Youth Services**

- A common room for informal recreational activities;
- After school learning program or tutoring, a link with AFT;
- Adopt a grandparent program for student/senior citizen programs;
- Private counseling rooms.

### **Healthcare**

- Full time Nurse Practitioner with office near the nurse's office
- Part time doctor and dentist with a regular schedule
- Nurses need private exam rooms
- Separate boys and girls bathrooms
- Private conference room with a phone
- Ice machine, refrigerator with a lock for medicine.
- Medical services for students and community with separate entrance for both, provide vaccinations
- Occupational links in house and with Raritan Bay Medical Center Medical Center

### **Fitness/Wellness**

- Outdoor education course
- Indoor wall climbing
- Wrestling/aerobic room with office and bathroom
- Fitness center for students, staff and community
- Health Classes close to gym area
- Instructor offices close to locker room with clear visibility for security
- Computer lab
- Swimming pool (only if the city does not build one at the Rec Center)
- Link with nutrition department
- Waterfront activities sailing, bay kayaking, sea scouts.

### **Daycare**

- Serve student parents
- Serve staff
- After school, serve community
- Link to occupational experience
- End result: more time on task, less time out of school

### **Athletic Training**

- Exercise area for evaluation of injury and recovery (treadmill, bikes, and arm ergometer)
- Rehab area: weights, mat
- Therapy area: ultra sound treatment, electric stimulation
- Hydrotherapy area: whirlpool
- Office/classroom for occupational experience
- All services for students and staff with a possibility of an in-house rehab through our insurance company.

### **Healthy School Environment**

- Air quality/ventilation
- Recycle center run by students
- Urban garden club
- Temperature control building
- Natural lighting
- Environmentally sound pest control

### **General**

- Ethics, morality, character development curriculum
- Storage, storage, storage
- Linking to other services and providing occupational experiences with job readiness skills.

Subcommittee Reports:  
**Community Learning Centers**

*Committee Members*  
*Ana Cruz, Chair*  
*Johanna Cruz*  
*Lynn K. Valenty*  
*Kristy C. Perez*  
*Senovia Robles Cruz*  
*Sylvia Leon*  
*Gidget Lopez*  
*Vivian Argemil*  
*Estelle David*



Superintendent Clausell welcomes guests to an open house for the School Based Youth Services program, a partnership with the Jewish Renaissance Foundation.

The concept of building modern schools to serve as centers of community comes as an answer to the challenges of the 21st century and the need to better utilize resources and space in growing communities. Research indicates that the school of the future integrates learning communities to accommodate the needs of all community stakeholders. A successful school has a strong sense of community identity and operates in partnership and collaboration with private, public and civic groups.

Today's educational facilities should be designed to serve families and community members after the end of the school day and to support what happens in the classrooms during school hours through partnerships with community businesses, non-profit agencies, cultural and social organizations, community volunteers, colleges and universities, social service agencies, local hospitals and government agencies among others. This new facility can serve as a full-time integrated learning center, accessible day and night, all year round, with ample space where learning occurs "after hours" and on weekends; and where partnerships are encouraged.

The Community Learning Centers subcommittee conducted three forums with parents, students, educators, and citizens with the purpose of engaging them in planning and designing Perth Amboy High School as a center of our community. As a result of these meetings and many conversations with community members and key stakeholders, sixteen ideas or concepts were identified and recommended as part of what would be needed to support a "community center" learning environment for the new Perth Amboy High School.

A sample of one hundred and fifty-two residents, ages 16-65, parents, staff, students, and grandparents, took part in a survey designed to identify priorities in the construction of the new facility. In addition a group of parents, staff and students from the Saturday Morning Family School, under the direction of Ms. Senovia Cruz, joined our subcommittee and prepared a power point presentation entitled "Perth Amboy High School of the Future"—community, parents, teachers and students working together.

The following is a list of the subcommittee recommendations in priority order:

1. **After school academic and enrichment learning centers** that support activities for students of all ages as well as adult education classes and training for community members and staff;
2. A **combined school and public library** that improves library services to the community at large;
3. A **parent center**- with ample space to incorporate a parenting resource area- and to invite parents to be more involved in the school day to day activities;
4. A **day care center** that operates during the day for children of students and staff and also during the evening for families attending evening school activities and that provides early childhood learning activities;
5. A **health care center for students and families**—offering after school evening and Saturday family health services;
6. A **center for careers, employments skills and counseling**, connecting the classroom, the families, the community and the workplace environment— modeling the One-Stop concept of the Workforce Investment Act;
7. Indoor and outdoor **sports facilities**;
8. A **media center** that includes a TV station, a radio station and a recording studio;
9. A quiet area for relaxation and family gatherings, a plaza center, a “town green” area, a **central place for parental and family engagement**;
10. A **college satellite site**- to offer college courses for community members and staff in collaboration with area colleges;
11. An **arts center** with a dance studio that addresses the diverse social and cultural characteristics of families in our community;
12. A **community museum** that reflects the cultural heritage of our city- a place for students, staff and community members to display their talents, to learn about the rich history and culture of Perth Amboy and to share our diversity;
13. An auditorium with facilities that support a “**Community Theater**;”
14. A **social activities center**;
15. An **architectural design and landscape that reflects the diversity of our community**;
16. Adequate **parking**.

*The most successful schools of the future will be integrated learning communities, which accommodate the needs of all of the community's stakeholders.*

“Schools As Centers of Community: A Citizens Guide to Planning and Design.”  
US Department of Education, 2000.

## Purpose of This Report

The purpose of this Community Research report is to support the work of the Community Steering Committee and faculty as they reconvene at the beginning of the 2002-2003 school year to further develop a common knowledge base and articulate in more detail their shared beliefs about schooling and collective vision for the new high school. The data in this report will provide some direction and focus to their planning process.

This report analyzes current conditions within the district, the school and community, based on a synthesis of existing studies, plans, and assessments, a review of state and national policies, standards and requirements; and an inventory of a broad range of physical, social, cultural, and economic resources available to support the educational goals of the high school. In addition it identifies trends that are likely to impact on the delivery of secondary education in Perth Amboy in the future, for example, changing workplace expectations and workforce requirements.

The aim of this report is to paint a portrait of the high school and its community. It serves as a tool for members of the community and faculty committees to think globally about conditions in Perth Amboy, as well as specifically about conditions in the classroom. The objective is to help define the problem, by describing the situation as it exists, rather than recommend solutions.

## Next Steps

The next step is for the planning team to recommend how the school district and the community can combine forces to build on their strengths to address limitations and identified needs in order to realize their vision for the high school.

Specifically, the Superintendent and Board of Education support the Community Steering Committee's vision for restructuring the high school as a set of autonomous, themed academies. Members of the PAHS faculty will work with departmental supervisors under the direction of Principal Rozalia Czaban, to design the academies based on research of regional workforce trends, models of effective practices, and potential partnerships.

The Healthy School Subcommittee will recommend how the district and community can work together to improve health and educational performance through better nutrition and physical activity in the high school. They will also develop and implement a weight loss program and conduct public forums.

These recommendations will be summarized in a report that will detail a strategic, future oriented list of facility needs, aligned with the educational beliefs and vision of the high school, in a format that can be easily understood and widely disseminated. A formal set of education specifications will have to be prepared by others for submission to the Department of Education, however.

### **State and Federal Policy Context**

The report begins with a synopsis of the State and Federal Policies that serve as the impetus for the Perth Amboy School District's Long Range Facility Plan and the framework for the new high school planning study and design competition.

### **Long Range Facilities Plan**

This section provides an overview of the district's Long Range Facilities Plan, a profile of existing conditions district wide and at Perth Amboy high school, and describes existing educational programs district wide and at the high school.

### **Perth Amboy Historical Overview**

A pictorial overview of the city's development, situating the current school construction program and redevelopment initiatives in their historical context.

### **Perth Amboy Redevelopment Plans**

This section describes existing and evolving plans and projects for community and economic development in the city.

### **Labor Market Trends**

A summary of employment and industrial growth forecasts for Middlesex County and the work of the Middlesex County Workforce Investment Board.

### **Health Needs Assessment**

A summary of Perth Amboy's community health profile prepared by the Middlesex County Public Health Department.

### **Summary Findings and Recommendations**

Issues and trends identified by the research as likely to impact on the delivery of secondary education in Perth Amboy in the future. This section is the same as the **Executive Summary**.

### **Organization of this Report**

*The conversation about the design of the new high school is not the result of change, it's rather part of the initiation of the change process. This report contributes to that process by helping individuals see the high school and its relationship to the community in new ways.*

## State and Federal Policy Context

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### State Education Policies

Perth Amboy’s school construction program has its origins in the New Jersey Supreme Court’s May 1998 ruling in *Abbott v. Burke*. The court directed the state to provide facilities for public school children in the 30 Abbott school districts—Perth Amboy among them—“that will be sufficient to enable these students to achieve the substantive standards that now define a thorough and efficient education and the quality of the facilities cannot depend on the district’s willingness or ability to raise taxes or incur debt.

After nearly two years of debate, on July 18, 2000 the state legislature enacted the New Jersey Educational Facilities Construction and Financing Act (P.L.2000, c 72), (the Act) which launched the New Jersey School Construction Program—the largest school construction program undertaken by the State of New Jersey and one of the largest ever undertaken in the nation. The state will pay for this \$12 billion effort by raising \$8.6 billion through bond issues and financing the rest through local districts and other annual appropriations of the state legislature. This law fundamentally restructures how public school facilities projects are planned, managed, and financed in New Jersey.

Source:  
Education Law Center.

In addition to the school construction program in *Abbott vs. Burke* the court “ordered the most comprehensive set of programs and reforms for urban education anywhere in America” including:

- Funding at parity with typical suburban schools to assure high quality standards-based education;
- Adequately funded supplemental programs, including well-planned, high quality preschool;
- Assurance of program and funding adequacy through needs-driven planning and budgeting;
- Comprehensive standards-based reform of teaching and learning to close the achievement gap.
- State assurance of adequate funding and full, effective and timely implementation

## Supreme Court Mandate for Abbott School Construction

### *Well Planned Program*

- **Long Range Facilities Plans:** district-wide, five-year management plans for repair, renovation and replacement of all school buildings
- **Enrollment Projections:** estimates of student population, including three and four year olds, to determine needed classroom capacity
- **Community Participation:** formation of a Facilities Advisory Committee with broad representation to provide support to districts in setting goals for improved school facilities
- **Priority Projects:** classrooms to expand Abbott preschool programs and to correct health and safety defects
- **Implementation Plans:** State and districts work together to set priorities and minimize impact on educational programs during project construction

### *Safe and Educationally Adequate*

- **Healthy and Safe:** facilities must be free of defects and code compliant
- **Reasonable Class Size:** buildings with class sizes of 15 for preschool, 21 for kindergarten to grade 3, 23 for grades 4 and 5, and 24 for all other grades
- **Specialized Space:** adequate space to implement State educational standards in all curriculum areas
- **Particularized Need:** additional areas and spaces such as art, music or special education driven by student and district needs
- **Preschool:** expanded classrooms in district or community providers to enroll all eligible three and four year old children in full-day, year round programs

### *State Funded and Managed*

- **DOE Approval:** district initiated Long-Range Facilities Plans receive approval from DOE paving the way for individual project development
- **Project Approval:** DOE approves projects for educational adequacy and cost, then transmits projects to NJ School Construction Corporation for design and construction
- **Financing:** The NJ Economic Development Authority funds 100 percent of approved costs
- **Management and Construction:** The NJ School Construction Authority lets contracts and supervises construction projects to completion

Source:  
Education Law Center.

## Whole School Reform

In its May 1997 decision, the Supreme Court accepted the State's Core Curriculum Standards covering seven academic subjects as the definition of what students need to learn as the result of the "thorough and efficient education" that the State Constitution promises them. A year later, in their decision, the justices strongly endorsed "whole-school reform" as an approach that can enable students in the 30 Abbott school districts to reach those goals. In this model, educational improvement is envisioned as encompassing changes in all the critical facets of a school's environment in a coordinated and systematic manner, addressing both the academic and social needs of students.

Thus the notion of whole school reform (WSR) is the cornerstone of the Abbott reforms, especially at the elementary level. The DOE did not recommend a specific model of whole school reform at the secondary level, although the department recognized that this comprehensive approach is essential and must be the goal, in order to ensure student success and improve student achievement. Abbott districts were encouraged to experiment with and pilot with promising research-based strategies for high schools (listed below) and secondary models that approach school reform from a variety of perspectives.

Source:  
Excerpted from "Guide for Implementing Urban Education Reform in Abbott Districts." NJDOE. 2000. [www.nj.gov/njded/abbotts/](http://www.nj.gov/njded/abbotts/).

- Create small learning communities;
- Utilize flexible time for teaching and learning;
- Structure learning around careers and student interest and link out of school experiences to classroom instruction;
- Assess student progress by what they are capable of doing and use rich assessments that include portfolios, performance tasks and examples of student accomplishments to measure progress;
- Establish community partnerships for the purpose of enabling students to achieve the CCCS and
- Establish an articulation agreement with institutions of higher education to implement a WSR model or the whole school alternative program design, and improve the transition between high school and postsecondary education.

The wide consensus about the effectiveness of whole school reform is closely aligned with the consensus forming around the concept of community-centered schools. According to the US Department of Education (2000), there are essentially two ways a school can serve as a center of community: “by serving a more integral role within the context of the whole community, or by extending the learning environment to take advantage of the full range of the community’s resources. Indeed, the most successful schools of the future will be integrated learning communities, which accommodate the needs of all of the community’s stakeholders.”

## Whole School Reform and the State Plan

Either way, this approach represents a key strategy for achieving the goals of the State Development and Redevelopment Plan (SDRP), essentially: to support the revitalization of existing cities and towns; and to encourage new suburban growth, where necessary, in compact patterns, in order to curb sprawl and conserve scarce open space.

See: “Creating Communities of learning: Schools and Smart Growth in New Jersey. 2000. NJ DCA, Office of State Planning.  
<http://www.state.nj.us/osp/doc/schools/osp156.htm>

The Goals of the SDRP provide a context for policy initiatives in a broad array of substantive areas. School facilities are specifically referred to in Policies for Infrastructure Investments, which encourage municipalities to:

- Make the most effective use of existing school facilities; plan and construct new facilities to serve as community centers; and locate new school facilities to serve as focal points for exiting and new development. Integrate school facilities planning with neighborhood and community wide planning and development.
- Use the capacity of school facilities, roads, transit, parks and other necessary infrastructure in ways that permit maximum use of non-automotive transport, chaining of shopping and other trips with school trips, and sharing of parking, recreational and other public facilities.

## One Year Moratorium on Abbott Implementation

Implementation of Abbott has not gone smoothly. In the two years since adoption of the Act, urban superintendents and their advocates have complained that work has barely begun, largely because the Legislature required Abbott districts to funnel all their work through the overburdened EDA, while allowing non-Abbott districts to manage their own work. The projects that have already been undertaken throughout the State largely consist of the repair of “health and safety conditions.” Most new construction, renovation and addition projects remain to be done.

To remedy this situation in February 2002 Governor McGreevey, created the Abbott Implementation and Compliance Coordinating Council, to coordinate and direct State policy regarding education reform implementation and school facility construction in the Abbott districts. The Abbott Implementation Council formed a facilities working group that included representation from school districts, community organizations, and the architectural and construction community to recommend improvements to the School Construction Program.

Source:  
“Newest Battle Over  
Poor Schools,” by  
Barbara Fitzgerald. *New  
York Times*. 8/11/02  
pp. 14.1, .6; “Hiatus on  
school reforms sought,”  
by Mark Perkiss.  
*Trenton Times*. 4/ 19/02.  
online.

Then in April, 2002 Governor McGreevey’s administration and Education Law Center, which brought the Abbott lawsuit, petitioned the court to allow a one year “time out” on to allow State officials and the law center to evaluate the current reforms underway and to seek relief to address “a fiscal crisis of unprecedented proportion.” In June the court agreed, and gave the state and school districts flexibility in the next year to “eliminate, reduce or limit growth of certain whole-school reform enhancements.” Among other things the court will allow the state to take these steps that affect planning for the new high school:

- Repeal for one year the regulation that all middle and high schools adopt a whole-school reform model. They will now be optional in the upper grades.
- Relax requirements for positions like full-time media/technology coordinator, a dropout prevention specialist or counselor for middle and high schools and a community services coordinator in every middle and high school.
- Give schools flexibility to eliminate required positions in school-to-work and college transition programs in secondary schools
- Re-evaluate whether summer school programs, nutrition programs and on-site health clinics should be required.

Based on the recommendations of the Abbott Implementation Council, facilities working group, Governor McGreevey issued another Executive Order in July 2002 centralizing the school construction program under the New Jersey School Corporation, a newly created subsidiary of the Economic Development Authority (EDA), in order “to focus, streamline and coordinate the activities of various State agencies involved in this monumental and most important effort.”

Previously “the Act” called for a single repair or construction plan to be evaluated by up to four agencies that individually reviewed each proposal before it could be approved. In those often time-consuming reviews, each agency examined plans individually before passing them along. Under the new procedure multiple reviewers, all under the auspices of the construction corporation, will evaluate such plans simultaneously. Officials expect the change to cut the time to approve applications in half.

In issuing this Executive Order Governor McGreevey acknowledged that “the State now enjoys a unique and timely opportunity to design and construct schools for the 21st century which ... should incorporate “high performance” design features that accommodate and enhance the learning process; and... should be designed in a manner to provide maximum access and benefit to the residents of the communities where they are situated, in order to serve as centers of community; and .... Should be sited and designed with the participation of the members of the community to be served by the school facility.

Thus a key aspect of the new group’s work will be ensuring that school buildings meet the needs of the communities surrounding them. Advocates have criticized the EDA for failing to include local residents in the planning for new schools. David Sciarra told a reporter that while he welcomed McGreevey’s initiative more remains to be done. Among the unfinished tasks, he said, are important policy decisions - notably, about how to involve community members in school design. “If you don’t have policies that require that process to occur, it’s generally not going to happen,” Sciarra said.

In this evolving policy context, there is an opportunity for the Perth Amboy High School Smart Growth Planning Study and Design Competition to have a real impact by establishing a new precedent that raises expectations for the quality of school facility design and Abbott implementation.

The varying balance between centralization and local autonomy is at the heart of public education in the United States. “Education is a state responsibility carried out in an environment that privileges

Source:  
“School construction program to be revamped,” by Deborah Yaffe. *Courier Post*. 7/30/02. online.  
“Governor pays Paterson a visit,” by Shannon D. Harrington. *Bergen Record*. 7/30/02. online.

## School Facility Planning Process Overview

Under the Educational Facilities and Construction Act (EFCFA), the DOE is responsible for reviewing the facility needs within all districts, to ensure that State funding is provided in accordance with those needs. As a result, the DOE's role expanded to include support for the development of comprehensive Long Range Facilities Plans (LRFP), review of the plans, evaluation of projects for consistency with the plan, and the establishment of the State share of funding for projects that are advanced.

EFCFA requires that an LRFP incorporate enrolment projections, an inventory of all existing school facilities needs in the district and a plan to satisfy those needs over a five-year period. Prior to submission to DOE submission to municipal planning board for review, comment.

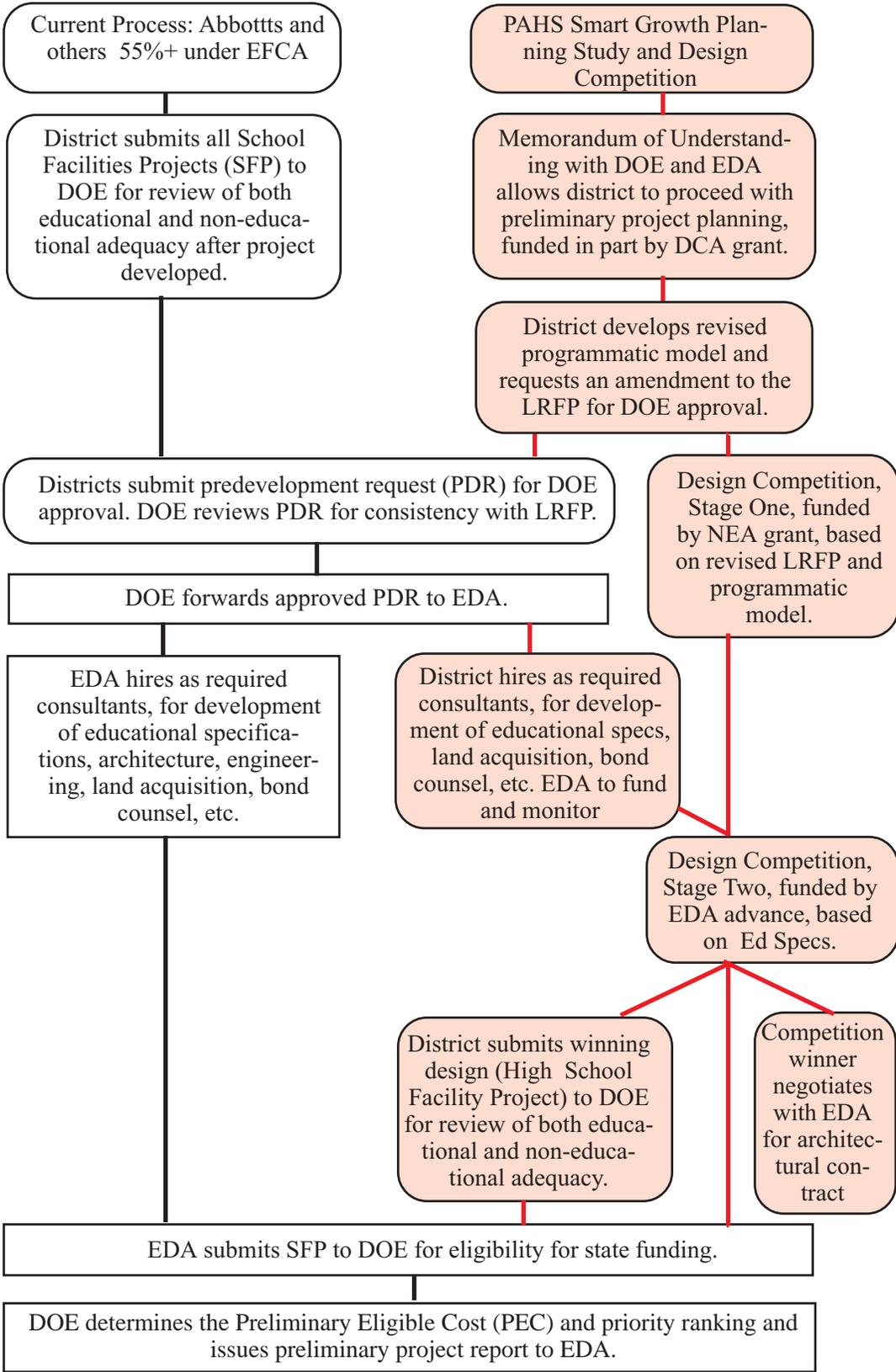
The DOE review of the LRFP includes whether it is in compliance with the "facilities efficiency standards" (FES), which determine the extent to which a district's construction project qualifies for state aid. The FES are not design standards, but rather "represent the instructional and administrative spaces that are educationally adequate to support the achievement of the State's Core Curriculum Content Standards (CCCS), plus provision of required programs in Abbott districts and early childhood education.

Although EFCFA does not directly address predevelopment issues, the Abbott and other districts receiving over 55% of state aid, are required not only to utilize EDA to construct school facilities projects, but also to have the Authority to do the initial planning and design work. The districts have found that their projects are being delayed because of the processes involved in EDA's procuring these services. At the same time, districts are not integrally involved in the crucial planning and design phase, since EDA will not reimburse a district for doing its own predevelopment work.

Governor McGreevey's administration recognizes that districts ought to play a greater role in the planning and design of their school facilities. The Governor has directed the EDA to devise a mechanism, within the constraints of the law, to allow predevelopment to be handled by the districts while paid for by "the Act." Under the new procedure, EDA's role would be to fund and monitor the work contracted for and directed by districts.

**This competition will demonstrate the effectiveness of a greater district role predevelopment and implementation of efficient and innovative school designs, responsive to community needs and developed with community input.**

## SCHOOL FACILITY PROJECT APPROVAL PROCESS



## Federal Education Policies

local control of schools,” observed Dr. Tom Houlihan, Executive Director of the Council of Chief State School Officers at Governor McGreevey’s Education Summit, in April 2002. “The New Jersey school system is comprised of approximately 600 independent school districts that exert considerable local control.”

However, the “No Child Left Behind Act,” signed into law by President Bush on Jan. 8, 2002, is expected to greatly expand the federal role in education.

The “No Child Left Behind” Act of 2001 is the newly revised version of the Elementary and Secondary Education Act, the central federal law in precollegiate education. The ESEA, first enacted in 1965 and last reauthorized in 1994, encompasses Title I, the federal government’s flagship aid program for disadvantaged students.

Coming at a time of wide public concern about the state of education, the legislation sets in place requirements that will reach into virtually every public school in America. It was also accompanied, for fiscal year 2002, by the largest dollar increase ever in federal education aid.

Source:  
Excerpted from “New role for Federal Government: No Child Left Behind,” by the Education Week Staff. *Education Week* online. Hot Topics. 9/6/02.

At the core of the No Child Left Behind Act are a number of measures designed to drive broad gains in student achievement and to hold states and schools more accountable for student progress. They represent potentially significant changes in the education landscape.

“Community Schools Make Sense.” By Ira Harkavy and Martin Blank. *Education Week* online. 4/17/02.

Perhaps even more significantly, for Perth Amboy and the other Abbott districts, as Ira Harkarvey and Martin Blank report: there “are several provisions of the reauthorized Elementary and Secondary Education Act that take a more comprehensive—and, in [their] opinion, a more realistic—view of what it will take to educate all children to succeed as workers, family members, neighbors and citizens.” They note provisions that:

- Place a high priority on parent involvement in education.
- Emphasize the need to coordinate and integrate school services with the supports and opportunities from other federal state and local programs service children, young people and families.
- Support after-school enrichment opportunities, programs in such areas as violence prevention, service learning, family literacy, mentoring, mental health, and others, and services that go beyond a narrow focus on core academics.
- Urge an expanded role for community-based organizations, which are now directly eligible for federal education funds through the 21st Century Community Learning Centers Program and are explicitly encouraged to collaborate with schools.

There are two federal programs, correlated with the No Child Left Behind Act of 2001, that offer valuable support to take advantage of the opportunity to align planning and implementation of comprehensive, research based reform with the planning and design of the high school facility.

### **Smaller Learning Communities**

The *No Child Left Behind Act of 2001* outlined the important purpose of Smaller Learning Communities. The new law ensures that Smaller Learning Communities federal grant program will continue to provide LEAs with funds to plan, implement or expand smaller learning communities in large high schools of 1,000 students or more (the goal is no more than 600 students in a learning community). Strategies may include creating schools within schools, career academies, restructuring the school day, instituting personal adult advocates, developing teacher advisory systems and other innovations designed to create a more personalized high school experience for students and improve student achievement and performance.

Under the leadership of Principal Rozalia Czaban, PAHS is preparing to submit an application to the SLC program in 2002.

### **Comprehensive School Reform**

The purpose of the program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientifically based research and effective practices so that all children, especially those in low-performing, high poverty schools, can meet challenging State content and academic achievement standards.

The CSR guidance references other sections of the ESEA, as amended by the No Child Left Behind Act of 2001. These references are designed to highlight the strong connection between comprehensive school reform and other initiatives, including improved teacher quality, parent involvement, and increased accountability.

Under the leadership of former Principal Ben Rotella, PAHS received funding through the CSR program in 2001 and applied for a second year of funding which began in August 2002 .

# Perth Amboy Schools Long Range Facility Plan

Perth Amboy did not wait for passage of the Abbott legislation to reduce overcrowding and replace antiquated facilities. Renovation and expansion of the Ceres Elementary School was complete in September 1990. In February 1992, the Board of Education launched a comprehensive Building Program, that included replacing four, century-old elementary schools with two new schools, as well as the renovation and expansion to a 30 year old elementary school. The plan also called for the gut renovation of the two middle schools serving grades 5-8, with one to accommodate grades 5-6 and the other to serve grades 7-8.

The district financed this construction program by raising \$45 million from a lease-purchase transaction, and \$32 million from the proceeds of bond issues. Construction began in January 1993. The Wilentz School, (Schools No. 1&7) opened in 2000.

After passage of the EFCFA Perth Amboy incorporated this construction plan in the LongRange Facility Plan which was submitted to the DOE. The LRFP was approved, in May 1999, for \$112 million in Abbott funds for construction of a new high school and elementary school, renovations to three elementary schools and two middle schools, and reconstruction of one elementary school.

Source:  
Perth Amboy Public  
Schools website:  
Building Program  
Summary  
www.paps.net; and  
"Perth Amboy Long  
Range Facilities Plan."

New	Early Childhood Learning Center (PK3/PK4) School No. 10 (K-4) (replace on same site) School No. 1&7 (K-4) Seaman Avenue School (K-4) High School (9-12)
Additions/Alterations	Ceres School (K-4)
Alterations	Patten School (K-4) Flynn School Alterations (K-4) McGinnis School Alterations (5-6) Shull School Alterations (5-6)
Renovations	Existing HS to Middle School (7-8 ) Peterson School to District Admin. Offices

Since the city is only 4.4 square miles, and most of the land is already developed, finding sites for the new schools posed a particular challenge. There are only a few small areas of vacant land available, and many competing demands for that land. See the Site Evaluation Report that accompanies this Research Report for the criteria and process employed by the project team to assess the options and select the best possible site for the high school.

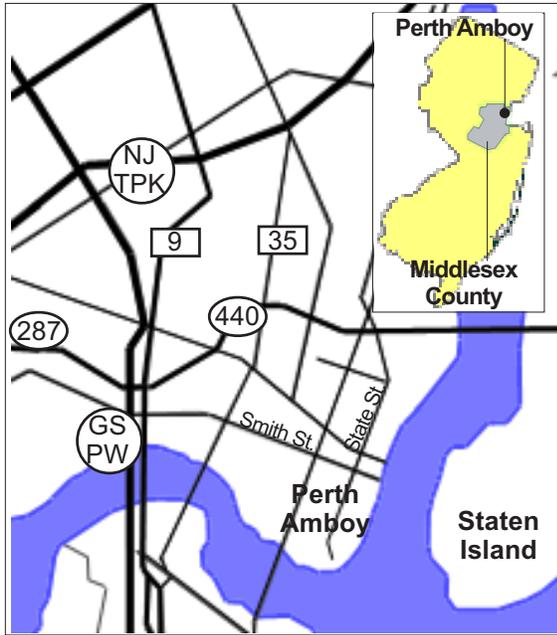
## Perth Amboy Schools: Existing and Planned



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1. Number Seven	4. Patten	9. Shull	<span style="display: inline-block; width: 15px; height: 15px; background-color: #ff0000; border: 1px solid black;"></span> Proposed	<span style="display: inline-block; width: 15px; height: 15px; background-color: #404040; border: 1px solid black;"></span> Under Construction
2. Petersen	5. Flynn	10. McGinnis		
3. St. Mary's	6. Wilentz		<span style="display: inline-block; width: 15px; height: 15px; background-color: #add8e6; border: 1px solid black;"></span> Board of Ed Administration/ Adult Education	
<span style="display: inline-block; width: 15px; height: 15px; background-color: #000080; border: 1px solid black;"></span> Proposed Ignacio Cruz Early Childhood Center	7. Number 10		<span style="display: inline-block; width: 15px; height: 15px; background-color: #8080ff; border: 1px solid black; border-radius: 50%;"></span> Proposed Board of Ed Administration	
	8. Ceres			
	<span style="display: inline-block; width: 15px; height: 15px; background-color: #ffff00; border: 1px solid black;"></span> Proposed Seaman Avenue Elementary			

**Perth Amboy School District Profile**

Population: 47,303 (2000 Census)  
 Area: 4.4 sq.miles.  
 Density: 9,855 people per square mile.  
 Government: Mayor, 5-member council, all elected at large.

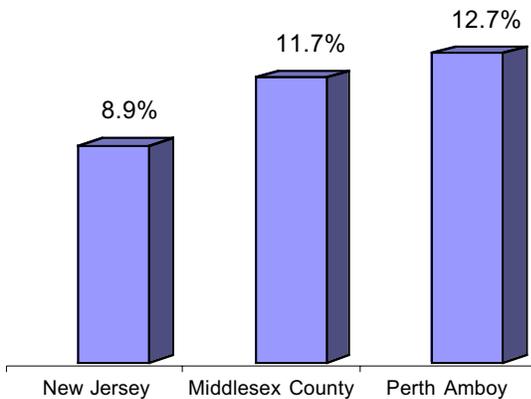


Perth Amboy is located in Middlesex County, in the central region of the state. Middlesex County, conveniently located 55 miles from Manhattan and 35 miles from Philadelphia, has the third highest population in the state, according to 2000 Census data.

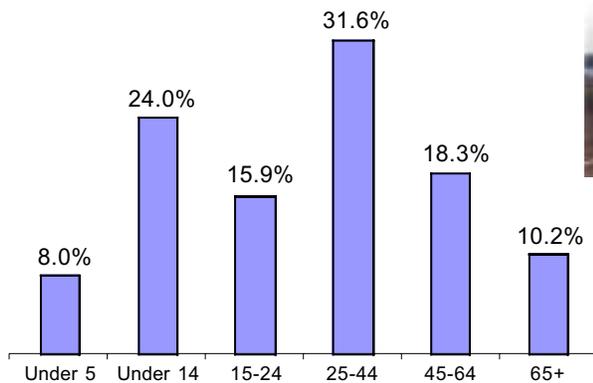
Middlesex County’s population grew 11.7 percent between 1990 and 2000, while the population of the state grew by only 8.9 percent. The county’s population is projected to grow by 5.7 percent to 773,300 in 2005, which would make it the second largest county in the state, behind Bergen County.

Perth Amboy grew faster than both the county and the state, increasing by 12.7 percent from 41,967 in 1990 to 47,303 in 2000, according to the US Census. This rate of growth exceeds earlier projections. The population is also young. 24 percent are under the age of fourteen. There are 3,805 children under the age of five, representing eight percent of the total.

Population Growth Rate: 1990-2000



Perth Amboy Population By Age:

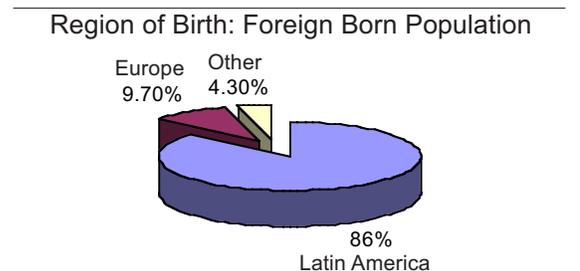
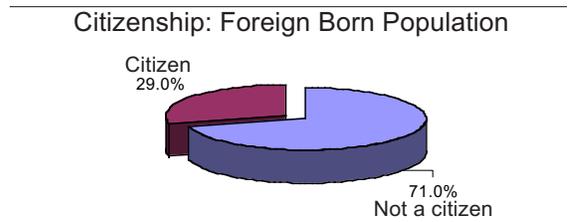
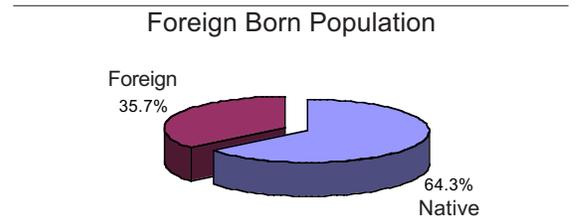
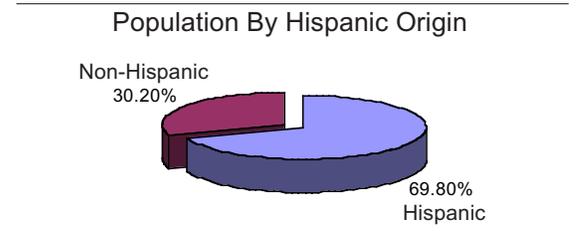
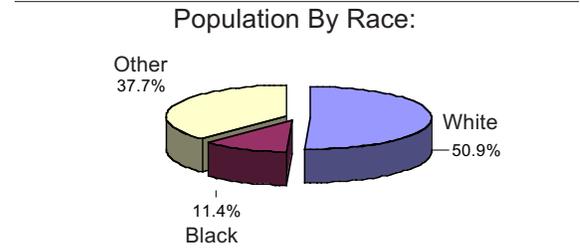
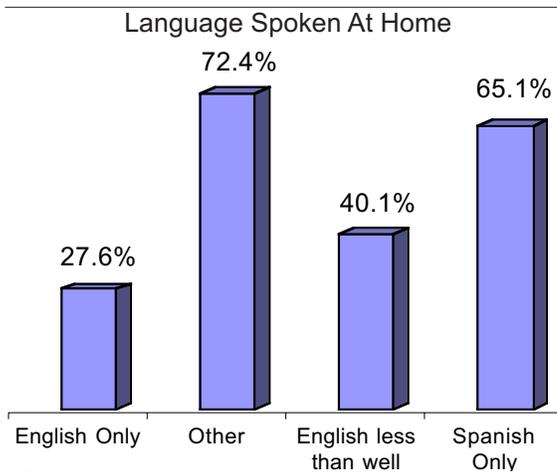


Children play at a new waterfront park, near the new Wilentz Elementary School and the recently renovated School #7 Early Childhood Center, while the beachfront is being restored.

Racial minorities make up nearly half of the population. Nearly 70 percent of the population are Hispanic.

Over one third of the total population were born outside of the US. Among the foreign born, 86 percent are from Latin America. Over half of the city's foreign born population arrived in this country between 1990 and 2000, according to the 2000 Census. Recent immigrants represent nearly 20 percent of the city's population. Nearly three quarters of the foreign born population are not US citizens.

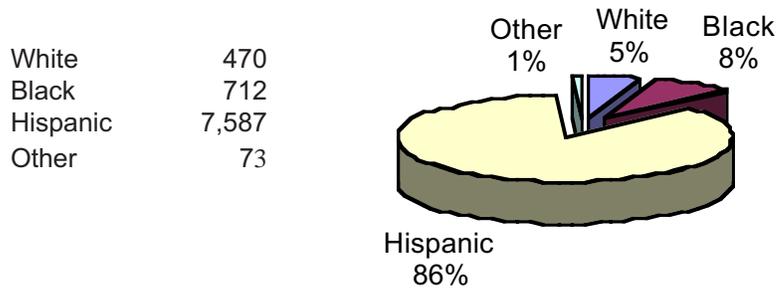
Less than 30 percent of Perth Amboy residents over five years of age speak English only at home. About two-thirds speak Spanish only at home.



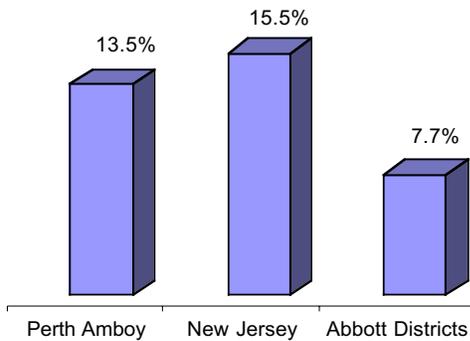
As a result of the city's population growth, the Perth Amboy School District faces enormous challenges because of overcrowding, and also because of its high proportion of low-income immigrant families. The number of students in the district has grown by more than 50 percent since 1992. The enrollment is projected to grow by 23 percent in 2006. The pre-kindergarten to fourth grade cohort is the largest among the grade groupings, representing almost half of the total number of students. The relative size of the high school cohort, currently about 20 percent, is projected to grow to 28 percent of the total by 2008. (See Appendix for Enrollment Projections.)

Source:  
Perth Amboy School  
District LRFP and  
Education Law Center.

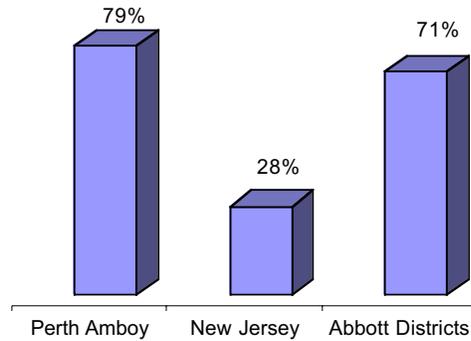
Racial/ethnic enrollment (2000-01)



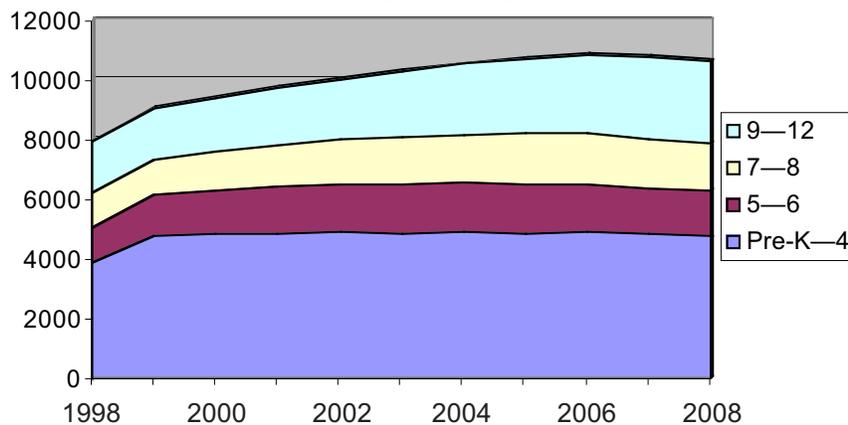
Students classified as requiring special education

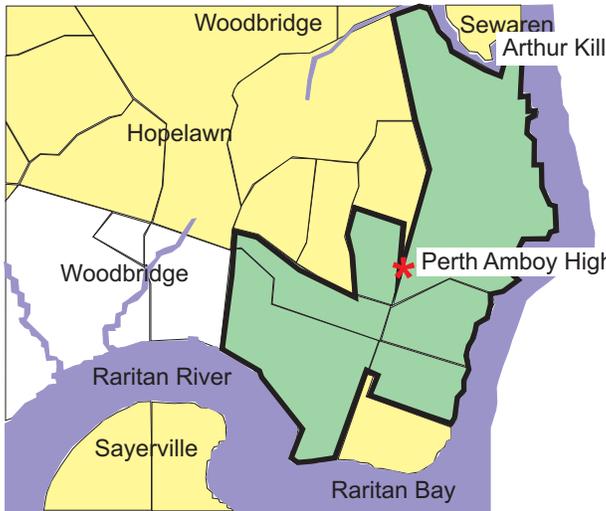


Students eligible for free or reduced lunch



Enrollment Projections By Grade

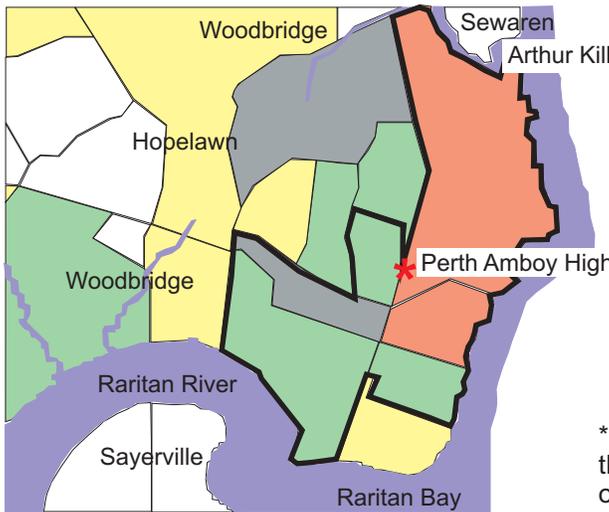




 Low and moderate income population at least 51% by Census Tract: *for all maps this page.*

 Low and moderate income at least 51%.

Source: US Department of Housing and Urban Development, Consolidated Plan for Perth Amboy, 1995



% (Black + Hispanic + Asian) Population by Census Tract

 0 to 15

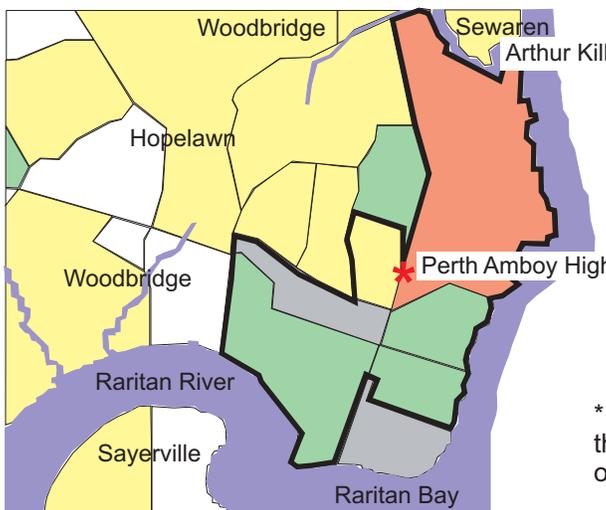
 15 to 30

 30 to 45

 45 to 60

 60 to 100\*

\* These concentrations are misleading due to the scant population and heavy concentration of industrial property in these census tracts.



% Unemployment by Census Tract

 0 to 15

 15 to 30

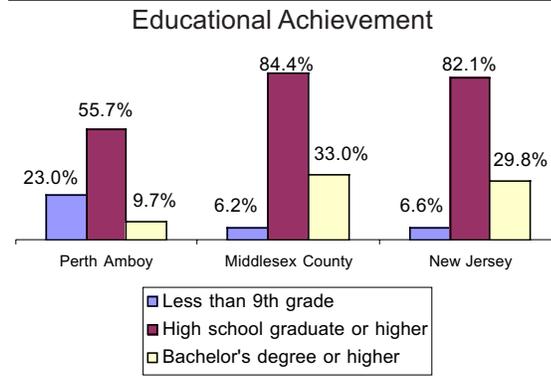
 30 to 45

 45 to 60

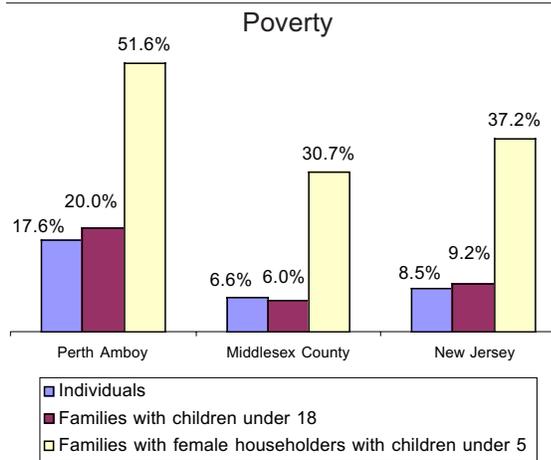
 60 to 100\*

\* These concentrations are misleading due to the scant population and heavy concentration of industrial property in these census tracts.

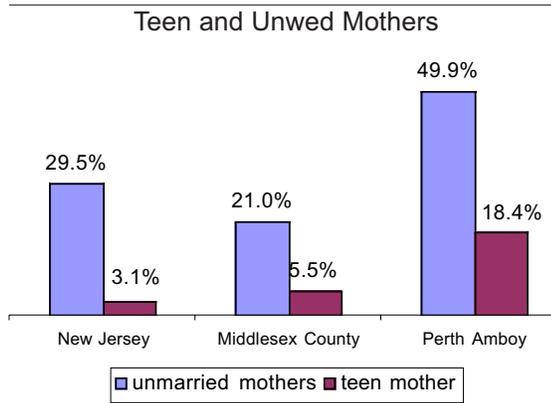
US Census data for 2000 show that Perth Amboy residents lag significantly behind both the State of New Jersey and Middlesex County in terms of educational achievement. The percentage of Perth Amboy's population over 25 with less than a ninth grade education is four times greater than for the county or statewide. The percentage with at least a Bachelor's degree is less than one third than the percentage in the county and statewide.



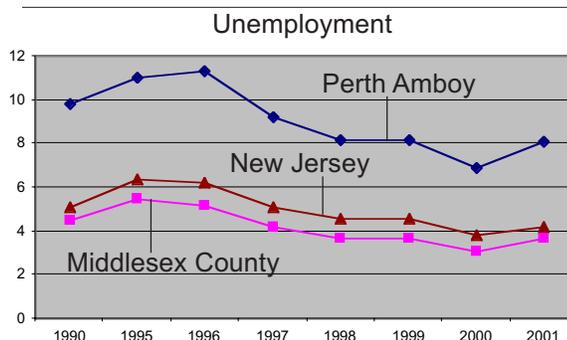
The percentage of individuals living below the poverty level in Perth Amboy is more than twice the percentage in the county and statewide. The percentage of families with children under eighteen living in poverty in Perth Amboy is more than triple the county wide average and more than double the average. More than half of all single mothers with children under five are living in poverty in Perth Amboy.

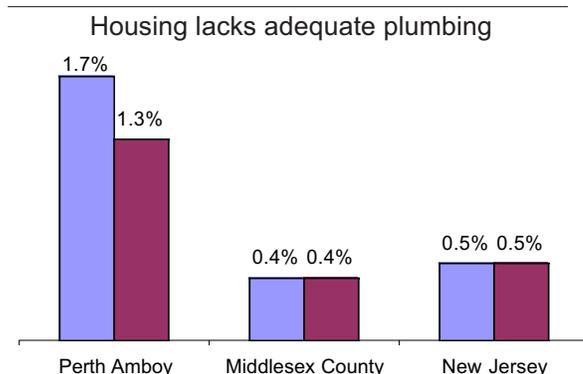
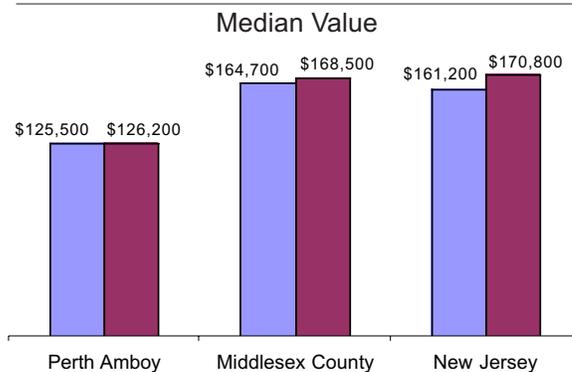
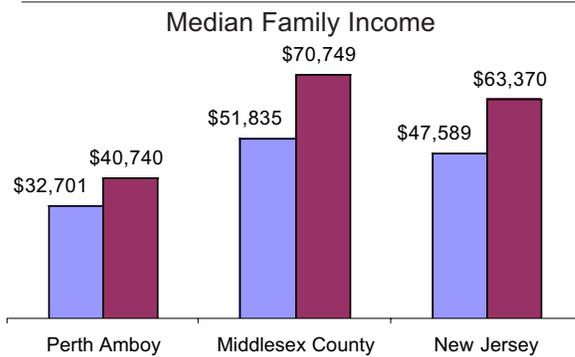
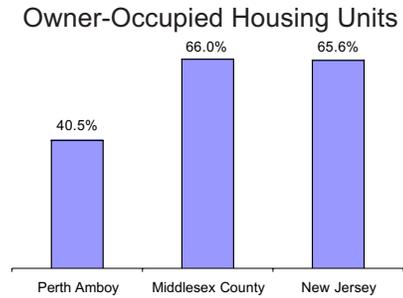
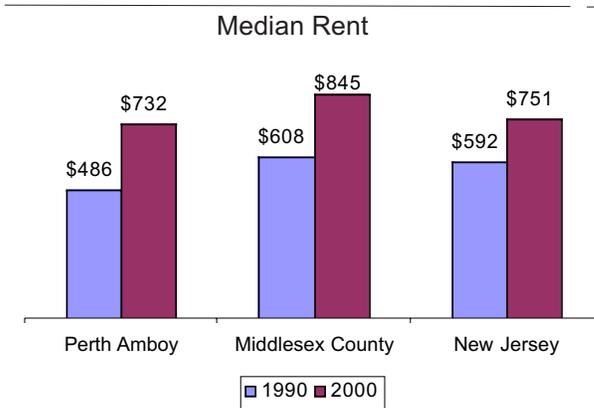


The percentage of unmarried mothers in Perth Amboy is more than twice the percentage for the county. The percentage of teen mothers in Perth Amboy is more than three times the county average, and six times that statewide. Teen mothers are more likely to drop out of high school and to live in poverty than girls who delay childbearing.



Perth Amboy's unemployment rate has been at least twice as high as the unemployment rate in the county and state over the past decade. The rate for city county and state was decreasing through 2000 but spiked in 2001.





Perth Amby's renaissance is evident in the housing market. Only 40 percent of the city's housing units are owner-occupied, compared to 66 percent in the county and statewide. The median rent increased by more than half from 1990 to 2000. Over the same period there was a 25 percent increase in median family income, but that not enough to keep pace with housing costs.

The market for sales is also beginning to heat up, according to local Realtors, as reported by Jerry Cheslow in the New York Times (12/02/01 p. NJ RE 7.) Cheslow reports one Realtor said: "Houses that sold a year ago for \$115,000 on Hall Avenue" the heart of the city's Latino neighborhood, "are now going for \$185,000." A two-family that sold five years ago for \$120,000 can go for \$220,000 today.

Nearly 89 percent of the housing stock in Perth Amby was built prior to 1980. One consequence of this is that 13.1 percent of children in Perth Amby have higher than normal blood lead levels, compared to 4.0 percent for the county and 4.4 percent nationally. ("Community Health Needs Assessment for Perth Amby" p. 51.)

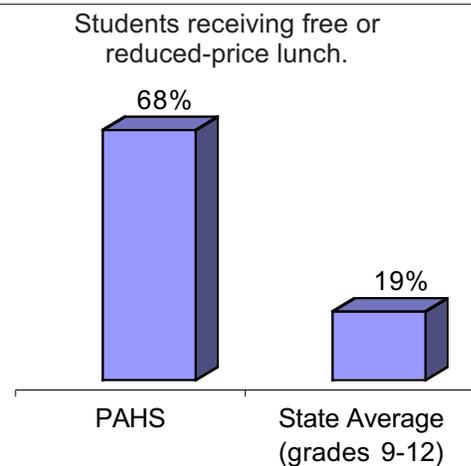
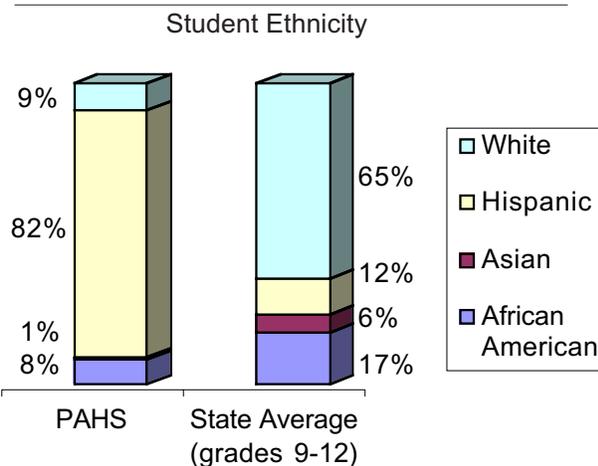
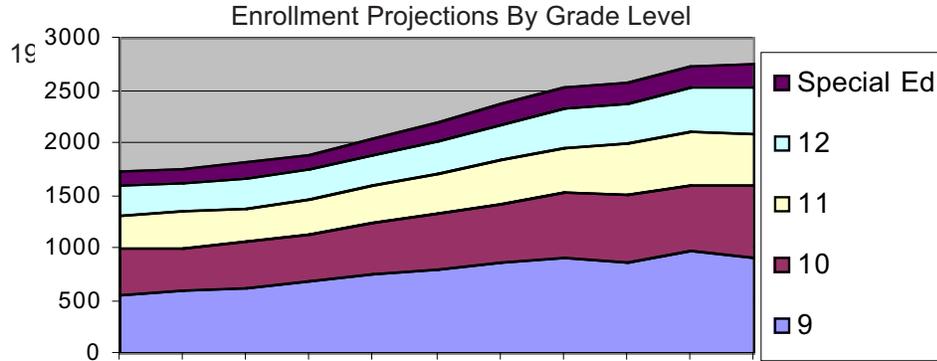
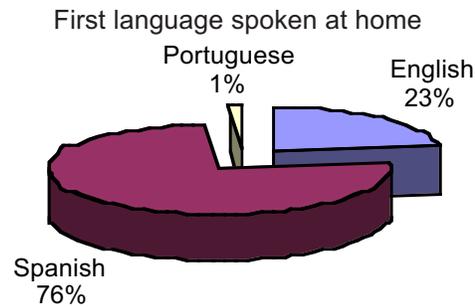
In the past decade 186 single family and 375 multi-family units have been built. The condition of existing housing is also improving, yet 1.3 percent of all housing units lack adequate plumbing, which is three times greater than the proportion of substandard housing in the county and more than twice that statewide

# Perth Amboy High School Profile

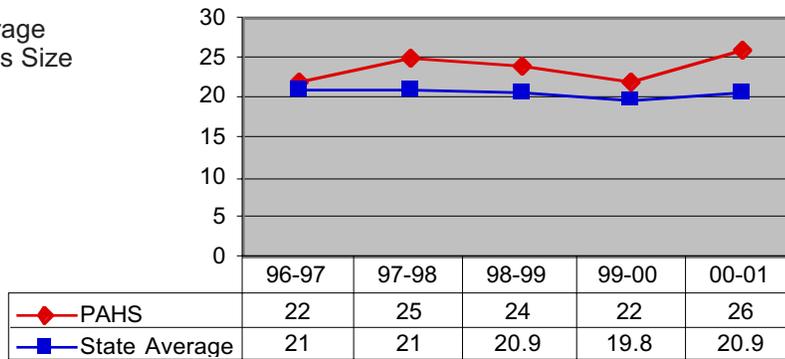
Address: Eagle Avenue & Francis Street  
 Perth Amboy, NJ 08861  
 Phone: 732-376-6031  
 Grades: 9-12  
 Enrollment: 1,898 (2000-01)  
 Students per teacher: 15.0  
 Principal: Mrs. Rozalia Czaban

Perth Amboy High School is a 250,000 square foot, two and a half story structure that opened in September, 1972. There is need for a new high school to meet the needs of the students today and also to accommodate the growing population. The existing high school has a capacity of 1,700 students. However the building housed 1,894 students in 2000-2001 and that number is projected to reach 2,746 by 2008 (See Appendix for Enrollment Projections.)

Source:  
 This page and facing:  
 NJ DOE School Report  
 Card.

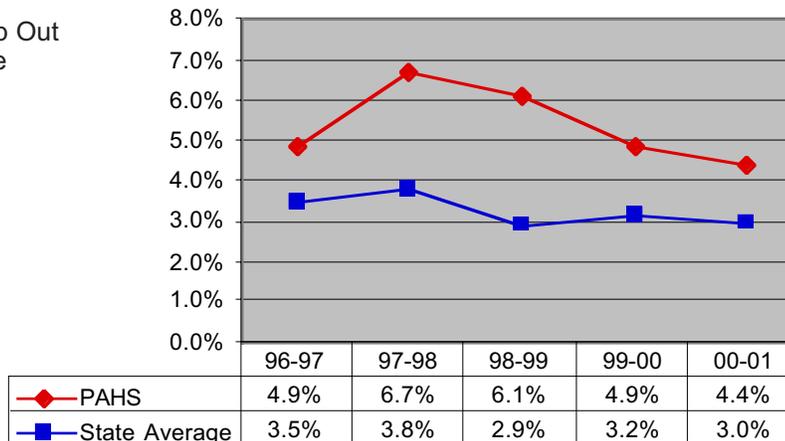


Average Class Size



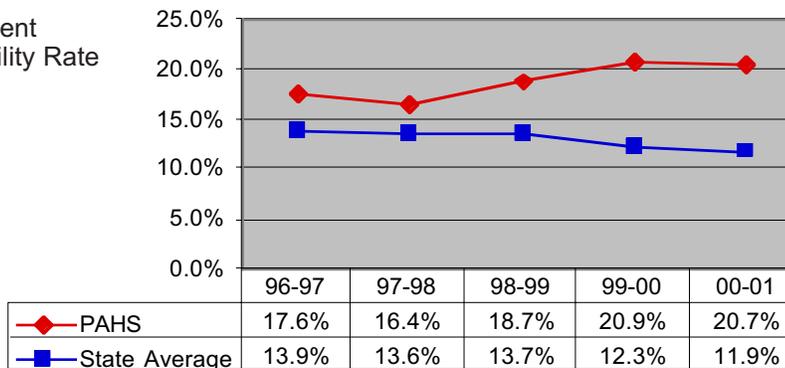
The average number of students assigned to an English class in Perth Amboy High School is significantly above the state average.

Drop Out Rate



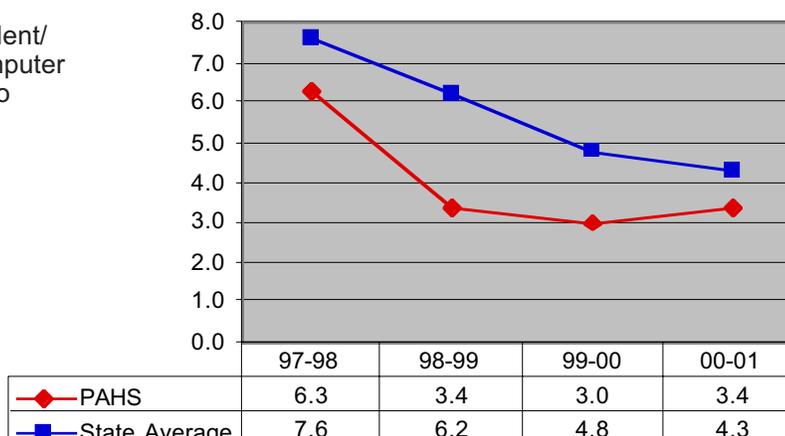
As indicated in these tables, Perth Amboy High School students drop out of school at a rate higher than the state average. This is part is due to the high number of teen mothers. The trend shows improvement however.

Student Mobility Rate



Perth Amboy High School students' mobility rate is significantly higher than the state average, in part because of a pattern among immigrant families of returning to their homeland for an extended time.

Student/Computer Ratio



There are a greater number of students per computer available for the purposes of instruction in Perth Amboy High School than the state average, but the trend is toward parity.

## Perth Amboy High School Educational Programs



Top: Perth Amboy High School.  
Bottom: Students in the ROTC program help people find their way on family night at the high school.

### Academic Program

Like all schools in New Jersey PAHS is aligning its curriculum with the Core Curriculum Standards that define what a student should know upon graduation from high school. In addition, PAHS offers honors courses, SERC courses and advanced placement courses in English, Social Studies, Mathematics, Foreign Languages and the Sciences. Special classes in dance, theater, music, art, photography, multi-media, and an in-house television studio enhance the curriculum.

### Special Programs of Study

- School-within a school [SWS]
- Basic Skills Improvement [BSIP]
- English as a Second Language [ESL]
- Bilingual Education
- Advanced Placement
- NJROTC
- Alternate program Education and Electives
- Summer School
- Independent Study
- Special Education: Developmental Studies, Resource, In Class Support
- Shared Time Vocational

### Student Activities

#### *Student Government:*

- Student Council, Senior Class, Junior Class, Sophomore Class.

#### *State/County Projects:*

- Project Adelante
- Middlesex County Arts High School
- Central Jersey Crafts Fair

#### *Student Activities:*

- Project Graduation
- Concerts
- School Play
- Fashion Shows
- Talent Shows
- Celebration of Teaching
- Key Club,
- Heroes and Cool Kids
- Consumer Bowl

Source:  
NJ DOE School Report Card and Perth Amboy  
Public Schools website.

## Supplemental Programs

- Peer Tutoring
- Fall HSPT/HSPA Instructional Plan I
- Fall HSPT Diagnostic Reading Labs
- Stanford Diagnostic Reading Test
- HSPT Custom 9 Test
- Grades 7 to 12 Infusion
- HSPT Trial Test
- Fall reading review labs
- January Pre-prep program
- HSPT Winter Instruction Plan
- HSPT Winter Math Plan
- Spring Blitz Reading
- Scholastic Aptitude Test programs
- HSPT Summer Prep
- Fall HSPT Instruction Plan II
- Mathematics Instructional Plan
- Grade 9/10 Writing Sample
- HSPT Tutoring Sessions
- CAT Predictability Report
- HSPT Fall Prep
- Fall Writing Review Labs
- Fall Mathematics Review Labs
- HSPT Winter Plan
- HSPT Winter Math Instructional Plan
- March Trial Test Administration
- Spring Blitz Mathematics
- Grade 10-Pre-test.

## Auxiliary Services

- Guidance Counselors
- Child Study Team
- Student Assistance Counselor,
- Librarian
- Channel 34 Community Access
- Media Specialist
- Parent Coordinator
- BSIP Resource Teachers
- School Nurses
- Physical Trainer,
- Crisis Intervention Teacher
- Pupil Assistance Committee
- Career/Vocational Counselor
- Conflict Resolution
- Speech Therapist
- School-Based-Youth Services Program, in partnership with the Jewish Renaissance Foundation.

## Interscholastic/Co-Curricular Programs

- Interscholastic Sports [NJSIAA]- Football, Baseball, Wrestling, Softball, Basketball, Soccer, all levels
- Boys/Girls Track- all seasons
- Boys/Girls Bowling/Tennis/Cross Country - Fall

## A Complete Intramural Program

### Competition Teams

- Engineering
- Mathletes
- NJROTC
- World Languages
- Decathlon of Knowledge
- Drama, Chorale
- Band
- Academic Teams
- PATV 34

### Honor Societies

- Mu Alpha Theta
- National Honor Society
- World Languages

### Publications

- Paw Prints
- Yearbook



Students run a store to learn business skills.

## Perth Amboy School District Educational Programs

### Adult School

Adult education has been part of the Perth Amboy School District since 1875. Today, the Adult School serves an average of 3,000 students a year in a variety of programs including English as a Second Language (ESL) classes with six levels of instruction; Basic Skills in six levels; GED preparation; high school classes for students over 16; Citizenship classes; the Out of School Youth Program in collaboration with the Jewish Renaissance Foundation; and cultural enrichment and vocational classes, many offered through partnerships with local agencies such as the Puerto Rican Association for Human Development, Catholic Charities, Rutgers University, Middlesex County College, Middlesex County Cultural and Heritage Commission, the County Employment and Training Commission, Active Nursing Care, local banks and businesses.

### Bilingual Education

The District provides a Spanish-English Bilingual Program with an English as a Second Language (ESL) Component to meet the educational needs of approximately 2,000 limited English proficient (LEP) students in Pre-School through Grade 12. Bilingual Program students receive at least one period daily of ESL. High school students receive two additional periods consisting of English Reading and English Writing. At the high school, mathematics, social studies, science, and health instruction is provided in Spanish so that students can progress in their academic coursework while they are acquiring English skills. Those who are eligible for the Native Language Student Review Assessment also receive classes in Spanish Language Arts to prepare them to meet graduation requirements.



Ninth grade students and parents receiving information on the Center for Talented Youth (CTY) program sponsored by Onward/GEAR UP, the Perth Amboy School District, and the John's Hopkins University.

### Gifted & Talented Program

The District serves as a collaborative school district in conjunction with the National Research Center on the Gifted and Talented. School Number Seven is serving as the pilot collaborative school.

### Pre-School

As a result of the availability of new facilities, the Pre-School program has grown from six pre-school classes in 1991 to ten pre-school classes in 1996 with five in English and five in Spanish. The current enrollment of 250 is expected to grow to 500 students and accommodate all of the city's eligible four-year old children.

### Saturday Morning Family School

The E. J. Patten School developed the Saturday Morning Family School in collaboration with the NJ Chapter, National Committee for Prevention of Child Abuse. Children and their families participate in a wide range of cultural, social and academic classes which are offered in both English and Spanish at no cost to the family. The Saturday Morning Family School receives support from community agencies and businesses such as: AT&T, Bellcore, Colgate/Palmolive, Computers Horizons Corporation, CoreStates Bank, United Parcel Service and The University of Medicine and Dentistry of New Jersey.

### **Community Learning Center**

This program sponsored summer enrichment activities at three sites: McGinnis School, Shull School and the Perth Amboy Housing Authority Summer Camp. During the school year, the program will sponsor several activities at PAHS, including a poetry club and tutoring. There is also a tutoring program for children of parents that live in public housing and attend basic skills classes in the Community Center there. Additional funding from the federal 21st Century Community Learning Center program will allow for an expansion of after school, Saturday and summer activities at various sites including the Shull School, the McGinnis School, PAHS and the Community Center.

### **Parents Organizing Parents Strategy**

Parents at PAHS and the McGinnis School are participating in the Parents Organizing Parents Strategy (POPS) program, which utilizes community building, parenting and organizing skills to develop improved relationships within the family, school and larger community. The POPS volunteers received training under the auspices of the Community Foundation of New Jersey, and are now offering the training to other parents at their schools.

### **PATV 34**

PATV 34 is a Public, Educational and Governmental Access channel which is operated by the Perth Amboy Board of Education in cooperation with the municipal government. The facility is located at PAHS and is an integral part of both the District Audio-Visual office and the High School's Technology Curriculum.

### **Community Policing/Safe Haven**

Safe Haven will be an after school program operating out of a new Police Sub-Station in the former recreation building on Brighton Avenue, in conjunction with community policing.

## **Middlesex County Educational Programs**

### **Middlesex County Vocational-Technical School District: Perth Amboy Campus**

A new campus in Perth Amboy, under construction on High Street, is expected to open in September 2003. The new 126,000 square foot facility will house the new technology enriched Vocational and Technical High School and athletic facilities, as well as Middlesex College's Perth Amboy Urban Center. The school will offer quasi-college curriculums that focus on careers in Auto Mechanics, Construction and Business Technology. The school is expected to serve approximately 250 high school students, 100 adult high school students, 250 adult evening school students and 400 county college students.

### **The Perth Amboy Center of Middlesex County College**

provides academic offerings which including a full range of ESL courses; developmental courses in reading, writing and math; and college credit courses in liberal arts and business. The Center also offers vocational assessment, academic and financial aid advisement, training and job referrals. In addition the Center offers non-credit training programs and referral.

**Middlesex County Academy** is a specialized high school on the campus of Middlesex County College which opened in November 2000. It focuses on Pre-Engineering Technologies, driven by a rigorous college preparatory curriculum.

# Community History: The Big Picture

## 1600s

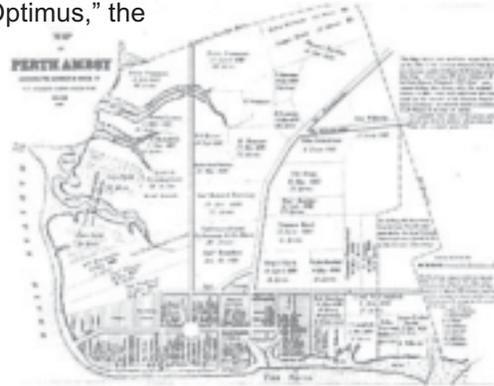
1664  
Lene Lenape Indians sell Woodbridge, Perth Amboy and the surrounding areas to a group who convey the land to Governor Carteret, who ruled the eastern half of the British colony.

1665  
The first colonists to settle in Amboy Point arrive from New England

1682  
The East Jersey Board of Proprietors formally planned and laid out Amboy Point hoping to build the colony's "Portus Optimus," the greatest port.

1684  
The name of the town becomes Perth Town in honor of the Earl of Perth.

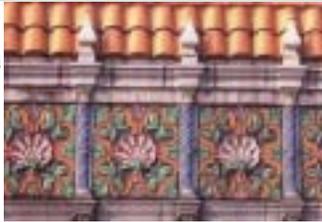
1686 Perth is made capital of East Jersey.



1893  
Board of Education establishes High School in School 1. First class of 6 graduates in December.

1875  
NJ Constitution amended to guarantee "a thorough and efficient education."

1894  
The adoption of a new glazing technique transforms buff colored terra cotta pieces into brilliant hues.



1879  
The Perth Amboy Terra Cotta Company was created to handle the demand for this building material. Perth Amboy became the largest producer of architectural terra cotta in the United States.

1870  
Thomas Mundy Peterson, a school janitor, becomes the first black man to vote under the 15th Amendment. he casts his vote at City Hall.

1899  
City builds High School on State Street. One room is set aside for library.

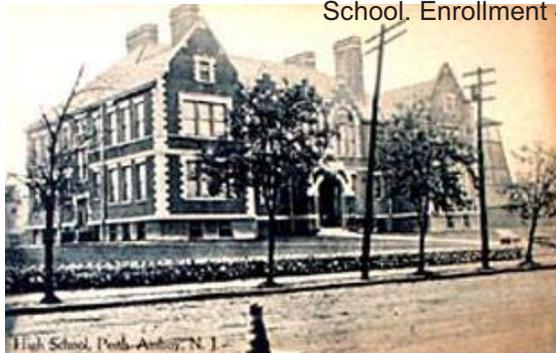
1900  
Board dedicates the building, hailed as a 'model.' Enrollment 132.

1902  
Perth Amboy City Hospital opens on New Brunswick Avenue.

1912  
First air mail delivery from Post Office to Post Office takes place, from South Amboy to Perth Amboy.

## 1900s

1911  
New south wing added to High School. Enrollment 410.



The Roesler and Hasslacher Chemical Company was one of many factories and plants in Perth Amboy in the 19th century, including the world's largest Vaseline Plant.

## 1700s

1709

Totten Ferry service starts to Staten Island

1723

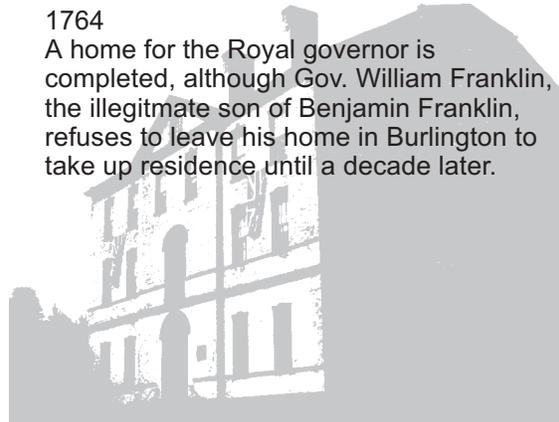
The first printing in New Jersey is done at a Smith Street shop owned by William Bradford.

1764

A home for the Royal governor is completed, although Gov. William Franklin, the illegitimate son of Benjamin Franklin, refuses to leave his home in Burlington to take up residence until a decade later.

1718 King George I Perth Amboy grants Perth Amboy its charter and the city seal, still in use, is adopted. The King also gives St. Peter's Episcopal Church a charter, and it becomes the first Episcopal parish in New Jersey.

Perth Amboy is believed to be the oldest incorporated city in New Jersey.



1776

William Franklin, a Tory, is placed under house arrest by orders of the provincial Congress, and the American Revolution begins in Perth Amboy. Used as camping grounds by both sides, it suffers great damage and also loses its designations as both state and county capital.

## 1800s

1852

St. Peter's is rebuilt at Rector and Gordon, where it still stands. A 127-acre utopian community is founded on Convery Boulevard and Smith St.



1845

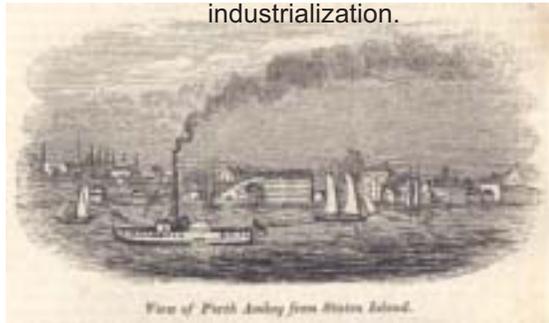
Valentine Berry Brick Company formed. This major producer of firebrick remained in operation until 1856.

1832

Perth Amboy becomes the northern terminus of the Camden Amboy Railroad which spurs industrialization.

1810

Population, 815, begins to experience slow, steady growth to 9,512 by 1890.



In tandem with the prospering waterfront, Smith Street flourished as the city's business district.

1928

Opening of the Outerbridge Crossing, visible from downtown Perth Amboy, connecting central NJ and Staten Island across the Arthur Kill.



1930s

1929

Researchers from Columbia University, rates High School building as "defective;" proposes new building "as soon as possible."



1935-38

High School auditorium murals painted by artist Karl Lilla, have been recently restored.

1930

High School gymnasium built, creating new space for cafeteria.

1976

Perth Amboy celebrates the Bicentennial

1972

"New" Perth Amboy High School opens on Eagle Avenue.



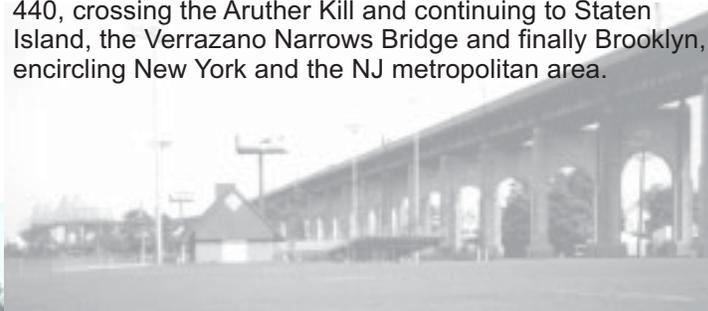
1970s

1972

Completion of Interstate 287, which intersected with Route 440, crossing the Aruther Kill and continuing to Staten Island, the Verrazano Narrows Bridge and finally Brooklyn, encircling New York and the NJ metropolitan area.

1978

Old Boat Basin closed.



Perth Amboy experiences the flight of industry and the middle class that hits all East Coast cities hits heavily industrialized in the 1960s and 1970s.

1980s

State DEP imposes sewer moratorium prohibiting development throughout much of the city. Also imposes fines for the polluted state of the City's watershed.

Mid-1980s Construction begins on Marina, including new landscaping, brick walkways and fishing piers. Former naval armory adapted into nautical themed restaurant.

1981

Education Law Center files Abbott v. Burke on behalf of disadvantaged urban students against the State of NJ to assure equal opportunity and adequate programs.



1940s



1940  
The Edison Bridge was built over the Raritan River to accommodate growing traffic to the Jersey shore. The automobile is the single most important factor affecting Perth Amboy's development in the 20th century.

1950s

1952  
City's Master Plan calls for facilities adequate to meet High School needs.

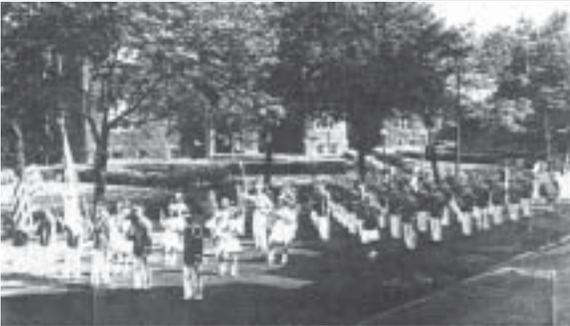
1959  
Citizens Advisory Committee to the Planning Board calls for a "program of demolition and reconstruction, rather than maintenance and repair" of the High School



1963  
Tottenville Ferry, which operated from 1867, ends service due to lack of riders.

1969  
State DOE approves new High School building plans, specifications. Construction begins.

1960s



1963  
Committee, reporting to Mayor, urges construction of new High School building. Recommends site near Water Stadium.

1961  
State DOE cites the High School for "undesirable" overcrowded facilities.  
1962  
Mayor Flynn appoints Citizens School Study Committee.

1990  
Ceres School renovation and expansion completed.

1992  
Board launches School Construction Program.

1997  
FOCUS  
2000  
plan

1998  
Restoration of Tottenville Ferry Slip  
Dedication of north marina



1990s

1990  
Mayor Joseph Vas has sewer moratorium lifted. Forces chemical companies to clean up Runyon Watershed.

1994  
Perth Amboy designated as an Urban Enterprise Zone. City begins capital improvements, beginning with Smith Street



1999  
District's LRFPP approved

Wilentz School construction completed.



NJ Supreme Court—in Abbott II—declares education "unconstitutional" in 30 school districts and orders remedial measures "to wipe out disadvantages as much as a school district can."

## Perth Amboy Redevelopment Plans & Projects



Perth Amboy is in the midst of a major redevelopment and revitalization effort. The redevelopment plan, called FOCUS 2000, was created to counteract the downward spiral that Perth Amboy experienced, which set in with the flight of industry and the middle class from East Coast cities in the 1960s and 1970s. FOCUS 2000 involves 700 old industrial sites and nearly one-third of the city's land, more than 1,000 acres, mostly along the waterfront. The new \$15

million waterfront walkway along Sadowski Parkway, financed with federal, state and Middlesex County grants, reflects both these ambitious efforts as well as the challenges left by Perth Amboy's industrial past.

The principal factor that stimulated both Perth Amboy's historical development and its current renaissance is the city's convenient location to both the waterfront and access to transportation. Today, the Garden State Parkway, the New Jersey Turnpike, US 1 and I-287, Routes 9 and 35, and Highway 440 to the Outerbridge Crossing are all within ten miles of downtown. The city is on the New Jersey Transit rail line to Manhattan, which is 30 miles away. Ferry service is scheduled to begin in 2003.

Another factor contributing to the city's current renaissance is a 40 percent reduction in crime in the last six years, after 14 years of rising rates. The number of reported crimes in the city last year stood at 1,688, compared with 2,826 in 1995.

Perth Amboy has capitalized on its spectacular waterfront setting, fine harbor, and proximity to New York since its founding in the seventeenth century however. The East Jersey Board of Proprietors, formally planned the settlement hoping to build the British colony's "Portus Optimus," the greatest port. The port city's prominence was enhanced when it was designated the capital of East Jersey in 1686. It is believed that ferry service to New York began about the same time, by royal decree.

In the nineteenth century, following a brief resort period, Perth Amboy's waterfront hosted a variety of industrial enterprises. The arrival of railroad service in 1832 served as a catalyst for the city's industrialization and growth as a port. The myriad of factories and plants that were built in the city needed workers, and Perth Amboy became the entrance point for thousands of immigrants. Smith Street, which leads from the waterfront through the heart of the city, began to flourish as the city's business district.

Yet with the deindustrialization of the regional economy, by the late 1970s, the city lay dormant . The boat basin was closed, the shoreline was eroding, buildings and barges were decaying, the historic ferry slip was abandoned, and businesses were closing depleting the city's ratable tax base. The situation was ignored and conditions deteriorated. The city's watershed became so polluted that in 1981 the State Department of Environmental Protection imposed stiff fines and placed a moratorium on sewer construction (which prohibited development in most of the city).

Source:  
Donald Perlee. "Perth Amboy, A Renaissance on the Raritan." New Jersey Municipalities, October 1999. p.6-8.

The catalyst for the city's revival was a change in leadership, marked by the election of Mayor Joseph Vas in 1990. Mayor Vas has adopted a progressive and proactive approach to development. In his first term, he succeeded in having the sewer moratorium lifted, which allowed construction to resume. He also convinced the chemical companies that had polluted the watershed to take responsibility for its cleanup.

Mayor Vas focused redevelopment initiatives on the city's major asset, its waterfront. Improvements to the waterfront began in the 1980s with construction of a marina and conversion of the former naval armory into a restaurant. The city launched the next phase of reconstruction by expanding the marina to the north along Front Street, enhancing pedestrian access to the waterfront for active and passive recreation, and restoring the shoreline along Water Street. This project was completed in June 1997 and was financed with over \$6 million from the Transportation Equity Act for the 21st Century (TEA-21).

At the same time the Mayor addressed the need to revitalize the business district and successfully lobbied for Perth Amboy's inclusion in the state Urban Enterprise Zone (UEZ) program. Since its establishment in 1994, Perth Amboy's UEZ has generated \$7.5 million in sales tax for capital improvements, beginning with an aesthetic overhaul of Smith Street and State Street. An extension of the UEZ funded Sidewalk Improvement Project along Amboy Avenue is under construction. The UEZ is now incorporated with the Business Improvement District program.



## Focus 2000

*Focus 2000 identified the major problems affecting the city as:*

- *Diminishing tax base*
- *Environmental considerations*
- *Transient population*
- *Lack of consumerism*
- *Diminishing mass transportation*
- *Limited recreational facilities*

The need for a comprehensive redevelopment plan, rather than piecemeal efforts, led to the creation of FOCUS 2000, which was prepared by Jacobs Environmental of Piscataway and unveiled by Mayor Vas in early 1997.

The FOCUS 2000 plan aims to transform hundreds of acres of abandoned, underused and contaminated parcels of land that have been specified in three main redevelopment areas throughout the city. The plan outlines specific visions for these redevelopment areas (see map facing page).

- **Area 1** is envisioned as attracting industrial, commercial and office uses. There will be a landscaped buffer zone between new developments and existing residential neighbors.
- **Area 2** is envisioned as a historical renaissance neighborhood with mixed cultural, commercial and residential uses.
- **Area 3** is envisioned as a sports and recreation, commercial, high technology business and industrial zone.

The plan includes environmental considerations, plans for integrating mass transportation into the developments and viable financing options. The long-term goal is to create new businesses, employment opportunities, new housing and recreational assets which will increase the city's tax base, make neighborhoods safer and provide economic stability.

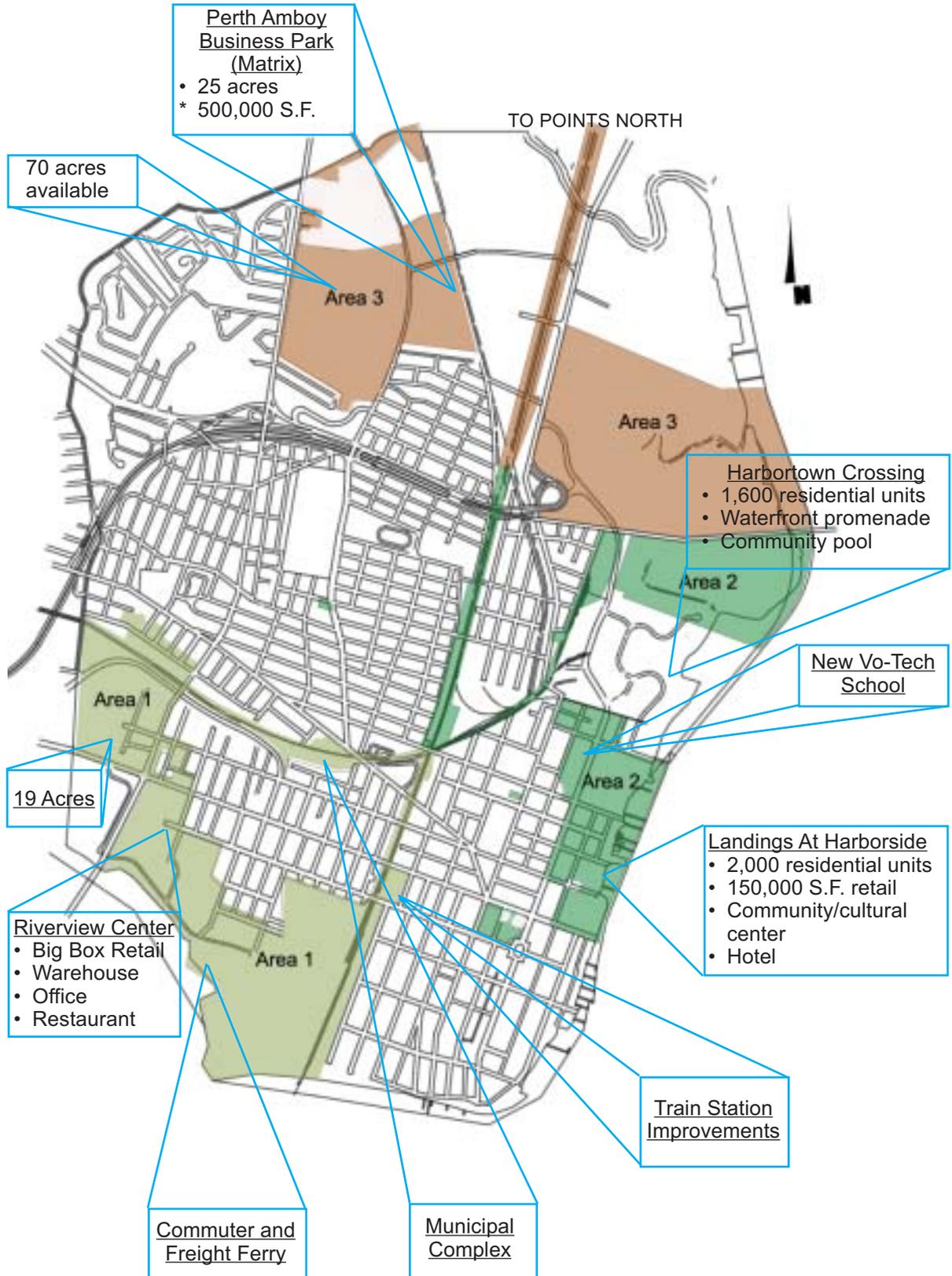
The former DuPont/Cable Works property in Area 2 is one FOCUS 2000 site where cleanup is underway for new commercial and residential housing. Perth Amboy has received \$722,000 from the state's Hazardous Discharge Site Remediation Fund for remedial work on the 6.3 acre parcel since 1996.

The Landings at Harborside project will incorporate the DuPont/Cable Works property as part of its \$600 million mixed-use redevelopment project that includes 2,000 residential units—town houses and mid-rise condominiums. Also, reuse plans include 150,000 square feet of retail space, a community cultural arts center, a public waterfront promenade, new parks and open space on an additional 49-acre tract that is predominantly brownfields.

Nearby, Middlesex County vocational and technical high school, and a satellite campus of Middlesex County College is being constructed on reclaimed brownfields. The project is scheduled for completion in early 2003.

Harbortown Crossing is a privately developed housing community part of the FOCUS 2000 effort that marks the first new housing development in eight years in Perth Amboy. Approximately half of the 1,600 residential units are complete with remaining phases to be constructed in the next five years.

# Perth Amboy Redevelopment Plan: FOCUS 2000



## Perth Amboy Master Plan

The Focus 2000 objectives and recommendations have been integrated into the Perth Amboy's Master Plan, which is currently undergoing a comprehensive revision. A draft of the revised Master Plan makes recommendations for major components including the Land Use Plan, the Circulation Plan, the Community Facilities Plan, the Conservation Plan, the Recreation and Open Space Plan, Historic Plan, The Utility Plan, the Recycling Plan and the Economic Plan.

Land Use Plan



### *Land Use Plan recommendations include:*

- That future residential development should respect the character and density of the present city.
- Coordination of economic revitalization and redevelopment efforts in the Central Business District.
- Specific plot redesignations in the industrial zones and general downgrading from allowing heavy industrial uses.

### *Circulation Plan recommendations include:*

- High Street Waterfront Access Extension;
- Maurer Road Extension;
- Maurer Road Bridge Improvements;
- Market Street Extension;
- Riverview Drive/Elm Street Extension;
- Smith Street Connector Extension;
- Increase parking;
- Reinforce Gateway locations to provide visually attractive entrances to the City;
- Prepare for and capitalize on the commencement of the Fast Ferry service;
- Encourage the use of public transportation;
- Promote pedestrian and bicycle safety and circulation.

### *Recreation and Open Space Plan recommendations include:*

- Continue to review existing park and recreation facilities to ensure that they meet the needs of the City's growing population;
- Review the location of existing athletic fields and recreation facilities and compare these to future needs;
- Continue to develop and promote recreational activities along the waterfront, including the extension of the waterfront esplanade;
- Coordinate park and recreation plans with existing and planned Board of Education facilities.

## Open Space and Circulation



### *Recommendations to the Conservation Plan include:*

- Improve public access to the waterfront through the City's redevelopment planning efforts and the promotion of public waterfront activities;
- Protect and enhance the water quality of the Raritan River, Raritan Bay, and Arthur Kill;
- Promote and develop energy conservation approaches to reduce energy usage by the City and new developments;
- Consider development of a wetlands trail for the combined use and benefit of the community as a tool for wetland conservation education and as a recreational asset;
- Promote water conservation through written outreach programs;
- Promote energy conservation programs.

## Historic Sites



Recommendations to the Historic Plan include:

- Promoting the history, particularly the maritime history of Perth Amboy as part of redevelopment efforts.
- Explore the possibility of acquiring or renovating a facility that could house a small museum of maritime history and a more comprehensive City Museum dedicated to the history and art of Perth Amboy.
- Fuller utilization of its Historic Preservation Commission, particularly its advisory role to the City and the Planning Board.
- Preparation of a new Historic and Cultural Resources Inventory.
- Creation of a part-time position within the Office of Economic and Community Development to coordinate historic preservation efforts in Perth Amboy.

Historic sites not pictured:

1. George Inness House
2. Raritan Copper Co.
3. Simpson Methodist

## Summary: Existing and proposed redevelopment projects

### Park Improvement Projects

- Francis Street (1)
- Dalton Park (2)
- Youth Sports Complex (3)
- Rudyk Park (4)
- Water Stadium (5)

### Proposed:

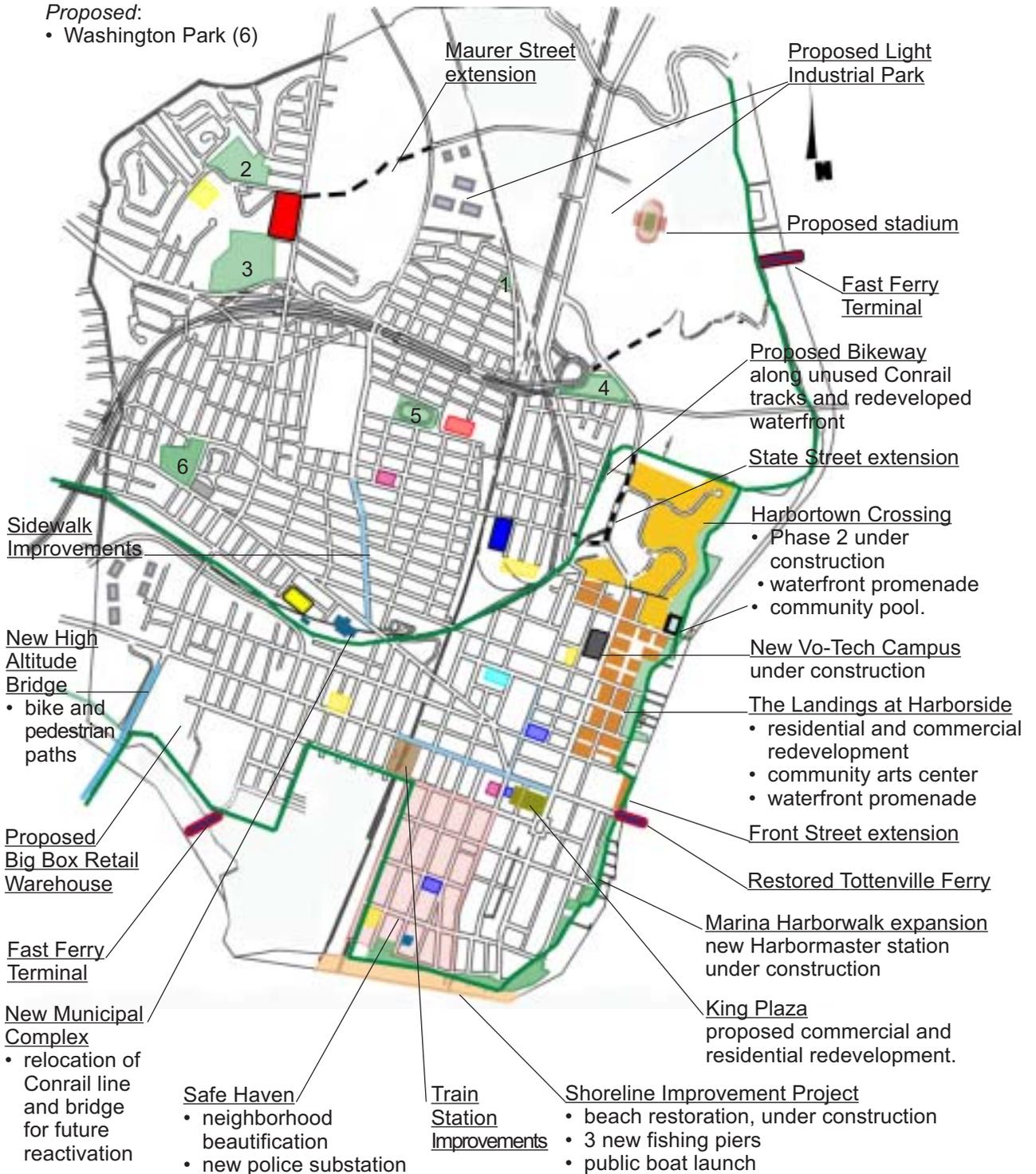
- Washington Park (6)

### New Schools

- High School
- Elementary School
- Early Childhood Center

### Existing and Renovated Schools

- Middle Schools
- Elementary Schools
- Early Childhood Centers
- Adult School



# Employment Trends

The overall statewide employment growth rate is projected to be 11.6 percent over the 1998-2008 project period. The fastest employment growth is projected to occur in the coastal region (14.4%), followed by the central (13.9%) and northwestern (12.6%) regions of the state.

Source:  
 Projections 2008: New Jersey Employment and Population in the 21st Century Volume 1 Industry and Occupational Employment Projections 1998-2008; Part B County Projections. NJ DOL Division of Labor Market and Demographic Research.

Future regional growth is expected to follow long-term trends, which will result in a continuing redistribution of employment share from the northern part of the state to the coastal, central and southern regions. The employment share for every region except the north is expected to increase, with the largest percentage gain occurring in the Central Region where the share of state employment should increase from 21.6 percent in 1998 to 22.0 percent in 2008.

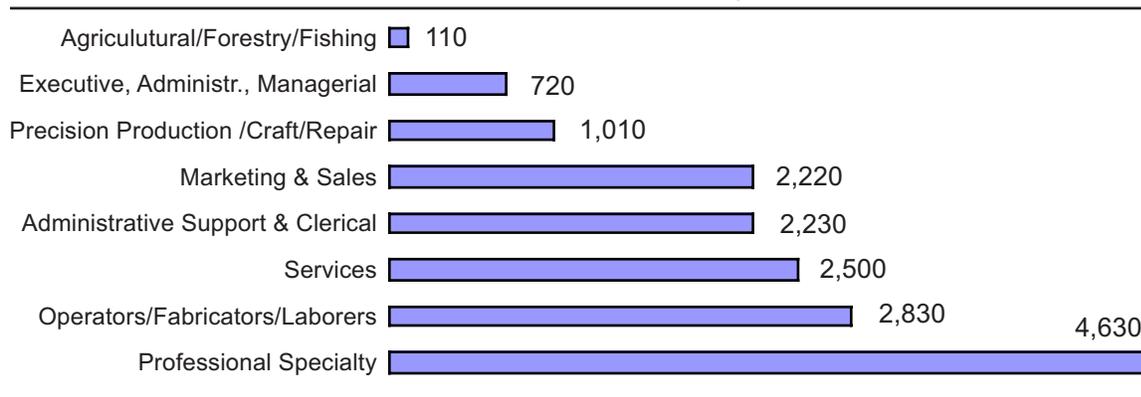
Middlesex County Workforce Investment Plan, March, 2000.

Employment growth in the Central Region is expected to be dominated by Middlesex and Somerset counties. Combined, these two counties will account for almost three out of every four jobs added in the region and one in five jobs added statewide.

Middlesex County, the largest county in the Central Region and the second largest in the state, in terms of employment, is projected to lead the state in employment growth (adding 53,400 new jobs by 2008.) Jobs are projected to grow at a 1.3 percent annual rate.

Middlesex County is well situated for continued economic growth. It is home to many of the state's largest corporations: Bristol Meyers Squibb, Johnson & Johnson, Dow Jones, and Merrill Lynch. Moreover, Middlesex is a regional center for health services and medical research. In contains four major hospitals and the Cancer Institute of New Jersey. The Raritan Bay Medical Center is located in Perth Amboy.

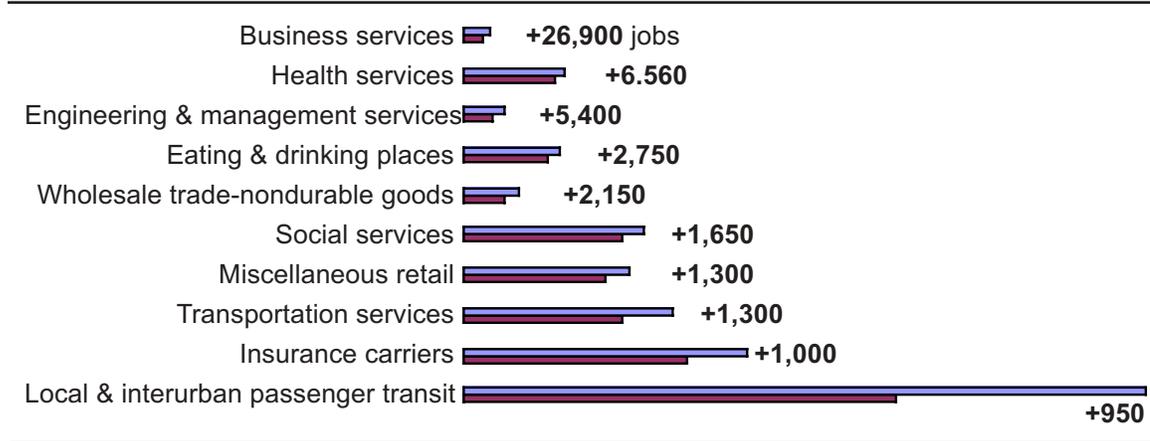
Projected Annual Job Openings by Occupational Category:  
 1998-2008 Middlesex County



Similar to New Jersey as a whole, the two industry areas that are projected to have the greatest employment growth in Middlesex are business services and health services. Middlesex is expected to lead the state in employment growth in the service-producing industry with 56,000 new jobs. In 2006 one out of five jobs will be in one of these two sectors. Other areas that are projected for major growth include engineering, social services, and transportation services.

## Employment Growth By Industry

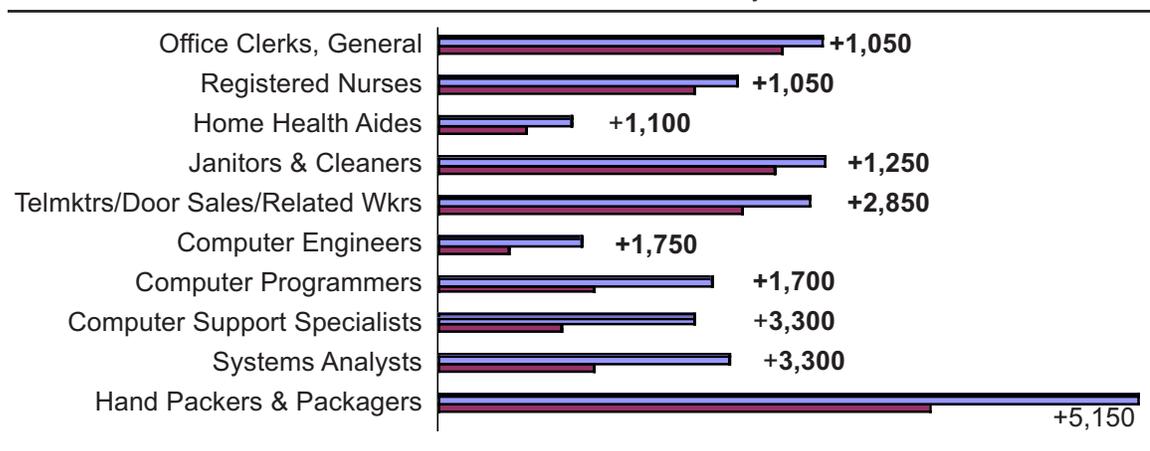
Industries With The Greatest Employment Growth:  
1998-2008 Middlesex County



Continuing a statewide trend the projected high growth occupations in Middlesex County are all in service industries, while the manufacturing sector will continue to decline. There is a projected loss of 6,750 manufacturing jobs by 2006. The occupation with the most projected employment growth is systems analysts. There will also be an increased demand for computer engineers, computer support specialists and computer scientists.

## Employment Growth By Occupation

Occupations With The Greatest Employment Growth:  
1998-2008 Middlesex County



## Employment Growth By Education and Training Requirements

Middlesex County will account for the most new jobs (25,500) of any county in New Jersey in occupations requiring at least an associate's degree between 1998 and 2008. In the Middlesex Labor Demand Region, which covers Essex, Mercer, Middlesex, Monmouth, Morris, Ocean and Union Counties, high skill jobs in demand include school teachers and computer programmers. Mid-level skill jobs in demand include office and sales supervisors and carpenters. Basic level skill jobs in demand include retail salespersons, cashiers and waiters.

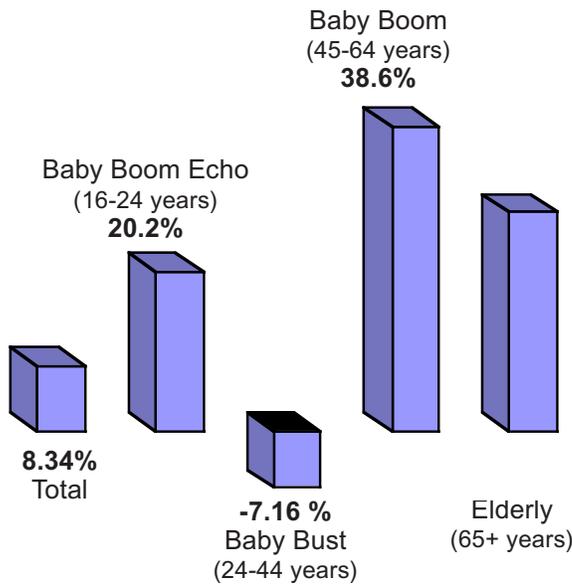
### Annual Averal Job Openings:1998-2008 Middlesex Labor Demand Region

Occupation	Total	Middle Wage Range (\$)*	Education/ Training
Salesperson, Retail	2,690	\$6.35 - 11.60	Low
Cashiers	2,510	\$6.15 - 8.65	Low
Waiters and Waitresses	1,940	\$6.10 - 10.40	Low
General Office Clerks	1,920	\$8.65 - 13.65	Low
Hand Packers and Packagers	1,250	\$6.25 - 9.70	Low
Combined Food Prep. and Service Workers	1,150	\$6.95 - 8.50	Low
Janitors and Cleaners	1,150	\$8.80 - 12.55	Low
Food Preparation Workers	1,130	\$6.75 - 10.15	Low
First-Line Managers/Supervisors, Clerical	1,060	\$16.75 - 26.30	Moderate
Teachers, Secondary School	1,050	\$36,915 - 66,140**	High
Telemarketers and Door-to-door Sales Workers	980	\$8.40 - 13.95	Low
Secretaries, except Legal and Medical	950	\$11.90 - 17.65	Low
Receptionists and Information Clerks	930	\$8.75 - 12.75	Low
Computer Programmers	920	\$25.40 - 41.55	High
Guards and Watch Guards	870	\$7.45 - 11.10	Low
Home Health Aides	820	\$8.00 - 10.20	Low
Teachers, Elementary School	790	\$34,215 - 62,190 **	High
First Line managers/Supervisors, Sales	770	\$12.55 - 47.95	Moderate
Sales Representatives, except Retail and Scientific	720	\$15.95 - 32.85	Low
Truck Drivers, Light, including Delivery Workers	710	\$9.55 - 16.65	Low
Computer Engineers	670	\$26.65 - 47.10	High
Nursing Aides, Orderlies and Attendants	660	\$9.10 - 12.40	Low
Truck Drivers, Heavy or Tractor Trailer	630	\$13.80 - 20.00	Low
Laborers, Landscaping and Groundskeeping	580	\$8.60 - 13.40	Low
Child Care Workers	550	\$6.30 - 8.10	Low
Counter Attendants-Lunchroom/Coffee Shop	530	\$8.00 - 8.05	Low
Engineering/Mathematical/Natural Sciences Mgrs.	490	\$36.80 - 64.30	High
Adjustment Clerks	450	\$11.35 - 17.35	Low
Counter and Rental Clerks	430	\$6.35 - 10.50	Low
Carpenters	420	\$14.00 - 27.00	Moderate
Cooks, Restaurant	410	\$9.65 - 15.15	Moderate
Sales Agents, Selected Business Services	400	\$12.55 - 31.25	Low
Sales Representatives, Scientific and Rel. Products	380	\$21.85 - 41.90	Low
Police Patrol Officers	370	\$21.35 - \$32.90	Moderate
Licensed Practical Nurses	350	\$15.05 - 19.75	Moderate
Maintenance Repairers, General Utility	350	\$12.30 - 20.35	Moderate
Human Services Workers	340	\$8.70 - 15.25	Low
Medical Assistants	340	\$10.00 - 14.90	Low
Teachers, preschool	330	\$17,560 - 28,525**	High
Automotive Mechanics	320	\$10.95 - 20.05	Moderate
Packaging and Filling Machine Operators	320	\$7.60 - 14.20	Low
Teacher Aides/Educational Assistants, Clerical	310	\$13,770 - 22,120**	Low

\* Statewide hourly wages for 2000-2001 unless noted

\*\* Annual Salary

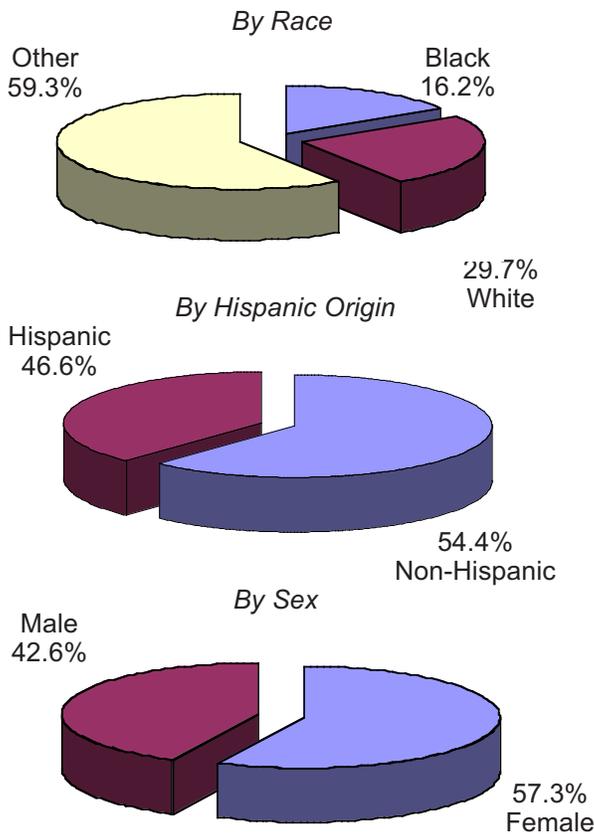
**Percentage Change by Age:  
1998-2008 Middlesex County**



**Population Trends**

- The county’s population is projected to increase by 11.6 percent from 731,400 in 1998 to 792,400 in 2008.
- The median age of the population is projected to increase due to the aging of the baby boomer generation.
- Those over sixty five will be the second fastest group behind the baby boomers.

**Labor Force Growth by Race, Sex and  
Hispanic Origin:  
1998-2008 Middlesex County**



**Labor Force Trends**

- The county’s labor force is projected to increase by 11.6 percent from 387,600 in 1998 to 432,600 in 2008.
- Minorities will make up the most of the labor force growth. Asians will make up the largest component of minorities contributing to labor force growth in Middlesex County.
- Non-Hispanics will outpace Hispanic entrants to the labor force.
- More women than men will enter the labor force.

## Training Needs and Planning Initiatives

### **Middlesex County Workforce Investment Board Comprehensive Workforce Investment Plan**

Middlesex County was designated as a Workforce Investment Area, and established its own Workforce Investment Board (WIB) in October 1999. Subsequently the WIB prepared a Five-year Comprehensive Workforce Investment Plan. As part of this plan, the federal Workforce Investment Act (WIA) that authorizes the WIB calls for developing a year-round youth investment system that builds on existing programs and services. The WIB will consolidate a number of youth planning activities in order to provide a more comprehensive array of services for youth.

Source:  
Excerpted from:  
"Middlesex County Workforce Investment Plan." March, 2000.

Therefore, for the first time, there will be a unified planning effort that will include, but is not limited to: Workforce Investment Act Resources, state funded initiatives such as Job Corps, School-to-Careers and National and Community Service youth programs funded through US. Housing and Urban Development and Community Services Block Grant. Activities to be undertaken in this planning effort include:

- Developing a long-term, comprehensive youth development plan—cooperative venture for at-risk youth—schools, health - drugs and alcohol—recreation, juvenile justice.
- Forging alliances among agencies providing services to at-risk youth populations, Abbott district schools, DYFS, after-care service agencies, Job Corps, recreation departments/services. to, provide better targeting of youth.
- Develop “affiliation agreements” and where possible provide incentives for collaboration.

Historically, the majority of youth served through youth funding (formerly JTPA) have been youth residing in Abbott districts. There are two Abbott Districts located in Middlesex County, Perth Amboy and New Brunswick. The superintendents of these two Abbott School Districts serve on the Youth Investment Council as does the County Superintendent of Schools. The Perth Amboy school district is also represented by the Career Development/ Guidance Counselor for Perth Amboy High School. Community based organizations working in collaboration with these Abbott district youth are also represented, including the Cathedral Community Development Corporation in Perth Amboy.

Because of the enormous degree of need in Abbott districts, the Middlesex WIB considers “residence within an Abbott district or enrollment in an Abbott district school” to be a barrier to employment. In their view, Perth Amboy youth “will without question require additional assistance to complete an educational program, or to secure and hold employment.”

## **Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System: Guide to Labor Demand Occupations**

The New Jersey Department of Labor publishes the *Guide To Labor Demand Occupations* to provide information on the anticipated employer needs for trained workers. The New Jersey Workforce Development partnership (WDP) Act, the federal Workforce Investment Act (WIA) of 1998, and all other occupational training initiatives that are part of the *Strategic Five Year Unified State Plan for New Jersey's Workforce Investment System* utilize this Guide as a starting point when establishing education and training programs. The Strategic Plan and WIA emphasize training for "labor demand" occupations. A demand occupation is defined as: "an occupation for which there is likely to be an excess of demand over supply for adequately trained workers during the subsequent period of four years or more."

Source:  
Excerpted from A Guide  
to Labor Demand  
Occupations In New  
Jersey. NJ Department  
of Labor. 2000.

The Guide organizes information about labor demand occupation into sixteen Career Clusters. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, academies and magnet schools.

Career clusters link what students learn in school with the knowledge and skill they need for success in college and careers; they identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace, so students can learn in school about what they can do in the future.

These sixteen career clusters are an ideal way to organize instruction and student experiences in Tech Prep, career academies, work-based learning programs, smaller learning communities, magnet and charter schools, and high schools that are restructuring around career themes. Each cluster contains several pathways. A pathway is just a grouping of similar careers within the cluster and provides a simpler way to view career decision making information.

Career clusters and career pathways in demand in the Middlesex region are presented on the following pages. The determination as to whether a program is "in demand" is based on the relationship between the available supply of labor and the projected number of job openings in the following counties: Mercer, Middlesex, Monmouth, Ocean and Somerset.

See Appendix C for the taxonomy of career clusters and career pathways.

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## Career Clusters and Pathways in Demand in the Middlesex WIB

CAREER CLUSTER	CAREER PATHWAY	JOB TITLE
<b>Agriculture Food and Natural Resources</b>	<b>Farming</b>	Agricultural Business and Management Agricultural Economics Agriculture Sciences General Food Sciences and Technology
	<b>Animal Sciences.</b>	Animal Sciences General
	<b>Plant Systems</b>	Horticulture Services Operations and Mgt. Ornamental Horticulture Operats. and Mgt. Plant Sciences General Genetics, Plant and Animal
	<b>Natural Resources</b>	Environmental Science Natural Resources Mgt. and Policy
<b>Architecture and Construction</b>	<b>Building</b>	Mason and Tile Setter Carpenter Electrician Building/Property Maintenance and Mgt. Plumber and Pipefitter Heating AC and Ref. Mech. and Repairer
	<b>Construction Equip. Operation</b>	Construction Equipment Operator
<b>Arts, Audio-Video Technology and Communications</b>	<b>Performing Arts</b>	Visual and Performing Arts Dance Drama/Theater Arts General Music General Music General Performance Music Theory and Composition Music Conducting Music - Piano and Organ Performance Music - Voice and Choral/Opera Perform.
	<b>Journalism and Broadcasting</b>	Advertising Journalism Public Relations and Organizational Com. Radio and Television Broadcasting
	<b>Telecommunications</b>	Telecommunications Technology

CAREER CLUSTER	CAREER PATHWAY	JOB TITLE
<b>Business Mgt. and Administration</b>	<b>Management and Administration</b>	Entrepreneurship Economics General Business General Business Administration and Mgt. General Operations Management and Supervision Business/Managerial Economics Enterprise Mgt. and Operations General Human Resources Management Labor/Personnel Relations and Studies Organizational Behavior Studies International Business Management Science
	<b>Office and Clerical</b>	Administrative Assistant/Secret. Science General Office/Clerical and Typing Svcs. Education and Training
<b>Education and Training</b>	<b>Administration</b>	Education Administration and Supervision Educational Supervision Elem. Middle and Secondary Ed. Admin. Ed. Statistics and Research Methods
	<b>Teaching</b>	Education General International and Comparative Education Educational Psychology Social and Philosop. Foundations of Ed. Special Education General Ed. of the Deaf and Hearing Impaired Adult and Continuing Teacher Education Elementary Teacher Education Pre-elem/Early Child'd/Kindergtn. Teacher Secondary Teacher Education Art Teacher Education Business Teacher Education (vocational) English Teacher Education Foreign Languages Teacher Education Health Teacher Education Technol. Teacher Ed/Ind. Arts Teacher Mathematics Teacher Education Music Teacher Education Physical Ed. Teaching and Coaching Reading Teacher Education Science Teacher Education General Social Studies Teacher Education Technical Teacher Education (vocational) Biology Teacher Education Chemistry Teacher Education History Teacher Education Physics Teacher Education Spanish Language Teacher Education Teaching English As A Second Language Teacher Assistant/Aide Health and Physical Education General

CAREER CLUSTER	CAREER PATHWAY	JOB TITLE
Education and Training, cont'd.	Educational Support	Curriculum and Instruction Educational/ instructional Media Design Counselor Ed Counseling & Guid. Svcs. Library Science
Finance	Financial and Investment Planning	Accounting Finance General
	Banking and Rel. Svcs.	Accounting Technician
	Insurance Sales	Insurance Marketing Operations Insurance and Risk Management
Government and Public Administra.	Governance	Public Administration Public Policy Analysis
		Planning
	Regulation	Occupational Safety and Health Technol.
	Services	Public Health General
Health Science	Therapeutic Services	Pharmacology Human and Animal Psychology General Counseling Psychology School Psychology Speech-language Pathology Pharmacy
	Diagnostic Services	Dietician Assistant Dental Hygienist Medical Records Technician Medical Radiologic Technology Respiratory Therapy Technician Medical Laboratory Technician Medical Technology Dispensing Optician
	Therapy Services	Physical Therapy Assistant Massage Therapy
	Support Services	Dental Assistant Medical Transcription Medical Assistant Pharmacy Technician/assistant Health Aide Medical Administrative Assistant/Secretary

CAREER CLUSTER	CAREER PATHWAY	JOB TITLE
Health Science continued.	Nursing	Nursing (RN Training) Nursing Science Practical Nurse (LPN Training) Nurse Assistant/Aide
Hospitality and Tourism	Food and Beverage Services	Baker/Pastry Chef Culinary Arts Kitchen Personnel/Cook and Assistant Institutional Food Workers & Admin. Genl.
	Lodging Services	Hotel/Motel Services Marktg. Operations Hotel/Motel and Restaurant Management
	Travel and Tourism	Tourism Promotion Operations Travel-tourism Management
	Recreation, Amusements and Attractions	Umpires and Other Sports Officials Parks Recreation and Leisure Studies Parks Recreation & Leisure Facilities Mgt.
Human Services	Childhood Devel.	Child Care & Guidance Workers & Mgrs. Child Care Provider/Assistant
	Family and Community Services	Family and Marriage Counseling Social Work Alcohol/Drug Abuse Counseling
	Personal Care Svcs.	Custodian/Caretaker
Information Technology	Network Systems	Bus. Systems Networking and Telecom.
	Information Support and Services	Computer & Information Sciences Genl. Information Sciences and Systems Computer Systems Analysis Mgt. Info. Syst. and Bus. Data Processing
	Programming and Software Dev.	Computer Programming
	Support Services	Computer Maintenance Technology Business Computer Facilities Operator

CAREER CLUSTER	CAREER PATHWAY	JOB TITLE	
<b>Law, Public Safety and Security</b>	<b>Correctional Svcs.</b>	Corrections	
	<b>Emergency and Fire Mgt. Svcs.</b>	Fire Protection and Safety Technology	
	<b>Security and Protective Svcs.</b>	Security and Loss Prevention Services	
	<b>Law, Professional</b>	Law	
	<b>Law, Paraprofes.</b>	Paralegal/Legal Assistant Legal Administrative Assistant/Secretary	
<b>Manufacturing</b>	<b>Production Production Design, Operations</b>	Cabinet Maker and Millworker Industrial Electronics Installer and Repairer Machine Shop Assistant Welder/Welding Technologist	
<b>Marketing Sales and Services</b>	<b>Buying, Marketing and Sales</b>	Fashion Merchandising Business Services Marketing Operations Food Prod. Retail & Wholesale Operations General Retailing Operations General Selling Skills & Sales Operations General Marketing Operations Clothing Apparel & Textile Workers & Mgrs. Drycleaner and Launderer (commercial) Business Marketing and Marketing Mgt.	
		<b>Personal Services</b>	Funeral Services and Mortuary Science Cosmetologist Electrolysis Technician Massage
		<b>Real Estate</b>	Real Estate
		<b>Maintenance and Repair</b>	Electrical Equip. Installer and Repairer Com. Systems Installer and Repairer

CAREER CLUSTER	CAREER PATHWAY	JOB TITLE
<b>Science, Technology, Engineering and Mathematics</b>	<b>Engineering</b>	Engineering General Agricultural Engineering Bioengineering and Biomedical Eng. Ceramic Sciences and Engineering Chemical Engineering Civil Engineering General Computer Engineering Electrical Electronics and Comm. Eng. Engineering Science Industrial/Manufacturing Engineering Mechanical Engineering Engineering/Industrial Management Materials Science
	<b>Engineering Technology</b>	Electrical/Electronic/Comm. Eng. Tech. Laser and Optical Technology Automotive Engineering Technology Mechanical Engineering/Mechanical Tech. Biological Technology Cartography Drafting General Mechanical Drafting
<b>Transportation, Distribution and Logistics</b>	<b>Transportation, Air</b>	Aircraft Mechanic Airframe Aircraft Pilot and Navigator (professional) Aviation Management Flight Attendant
	<b>Transportation, Land</b>	Auto/Automotive Body Repairer Auto/Automotive Mechanic Diesel Engine Mechanic and Repairer Small Engine Mechanic and Repairer Vehicle & Mobile Equip. Mech. & Repairer Truck Bus & Other Com. Vehicle Operator
	<b>Transportation, Rail</b>	
	<b>Transportation, Water</b>	Marine Maintenance and Ship Repairer
	<b>Distribution and Logistics</b>	Logistics and Materials Management

# Community Health Needs Assessment

The Middlesex County Public Health Planning division produced a report, Community Health Needs Assessment for Perth Amboy, which provides data at the county and municipal level, focusing on specific health conditions, health behaviors, access to health care services, and social and physical environmental factors that affect health. “Community Health Needs Assessment highlights the Healthy People 2010 objectives, describes community health status, and focuses on what public health programs will best serve the specific health care needs of the municipality. I

## What Is Healthy People 2010?

Source:

Excerpted from:  
“Community Health Needs Assessment For Perth Amboy.”  
Middlesex County Public Health Department. 2001.

“Healthy People in Healthy Communities; A Community Planning Guide Using Healthy People 2010. Office of Disease Prevention and Health Promotion, Office of Public Health and Science, US Department of Health and Human Services. 2001.

Healthy People 2010 is a national prevention initiative that identifies opportunities to improve the health of all Americans by meeting health promotion and disease prevention goals.

Healthy People 2010 is designed to achieve two overarching goals: 1) to increase the quality and years of healthy life and 2) to eliminate health disparities. Healthy People 2010 also identifies a smaller set of health priorities that reflect ten major public health concerns in the US. Examined together they constitute a set of “Leading Health Indicators” that highlight individual behaviors, physical and social environmental factors, and important health system issues that greatly affect the health of individuals and communities.

### Healthy People 2010: Ten Leading Health Indicators

Public Health Priority	Public Health Challenge
Physical Activity	<i>Promote regular physical activity.</i>
Overweight and Obesity	<i>Promote healthier weight and good nutrition.</i>
Tobacco Use	<i>Prevent and reduce tobacco use.</i>
Substance Abuse	<i>Prevent and reduce substance abuse</i>
Responsible Sexual Behavior	<i>Promote responsible sexual behavior</i>
Injury and Violence	<i>Promote mental health and well-being.</i>
Environmental Quality	<i>Promote healthy environments</i>
Immunization	<i>Prevent infectious disease through immunization</i>
Access to Health Care	<i>Increase access to quality health care.</i>

To prepare for Healthy People 2010 and adoption of the New Jersey Public Health Practice Standards the Middlesex County Public Health Department completed a Community Health Needs Assessment Project in its twenty contracting municipalities, including Perth Amboy.

The Community Health Needs Assessment project included a Community Health Survey, to determine the personal health and behavioral risk patterns of Middlesex County residents and to get feedback on community health issues. The results for Perth Amboy are shown below. Based on its assessment of the survey, the Community Health Needs Assessment Team made recommendations to improve public health for several Healthy People 2010 objectives.

The “Community Health Needs Assessment for Perth Amboy” report compares data for the city to national, state, and county data, for several healthy people 2010 objectives. These comparisons show where unmet public health needs exist in Perth Amboy and what health improvements can be made. Graphs illustrating selected health care trends in Perth Amboy and Middlesex County in comparison with Healthy People 2010 objectives and state and national data are presented on the following pages.

**Issues of Concern to Perth Amboy Residents**

What are the five issues that you feel are the most significant in your community?  
(Middlesex County Survey)

1. Crime/violence
2. Drug use
3. Lack of affordable housing.
4. Teen pregnancy
5. Lack of medical insurance.

What health topics/concerns within your community are important to you and your family?  
(Eagleton Survey)                      (Middlesex County Survey)

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Air pollution</li> <li>2. Pollution (general)</li> <li>3. Water pollution</li> <li>4. Drugs</li> <li>5. Toxic pollution</li> </ol> | <ol style="list-style-type: none"> <li>1. Access to medical insurance</li> <li>2. Access to medical care</li> <li>3. Cancer</li> <li>4. Alcohol abuse</li> <li>5. N/A</li> </ol> |
|--|--|

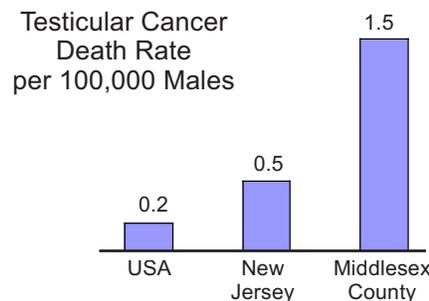
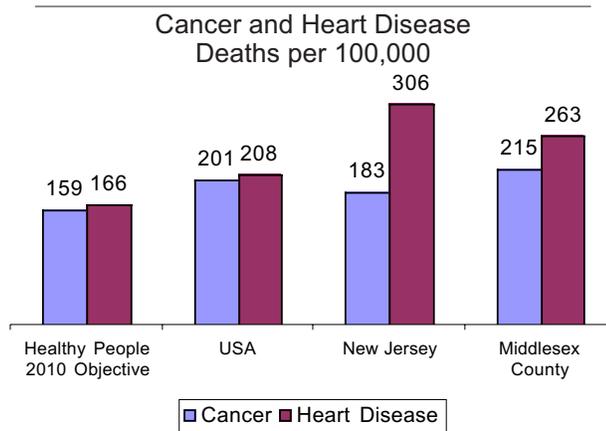
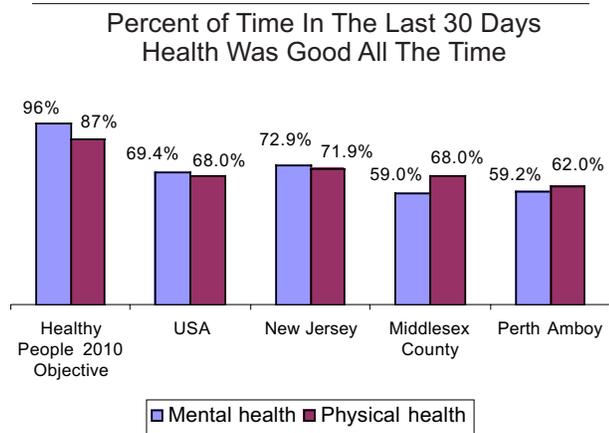
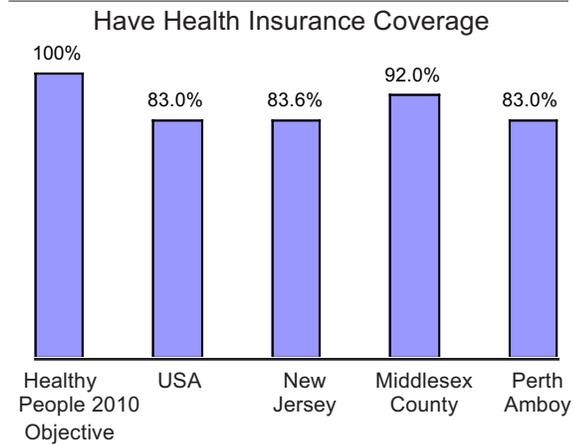
## Selected Data From Community Health Needs Assessment

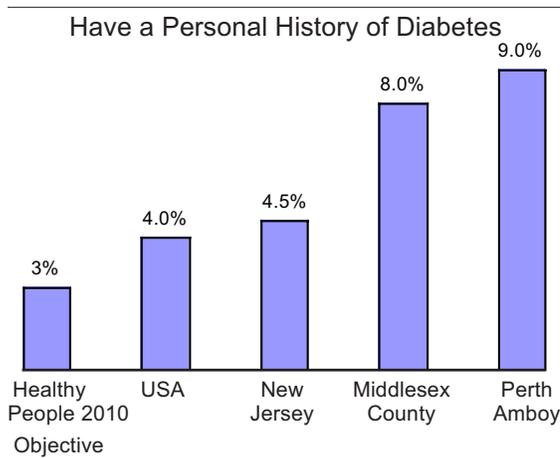
Nearly 20% of Perth Amboy residents lack health insurance. Lack of health insurance is strongly associated with a lack of access to preventive and primary care. Health education is needed to reach community residents who are unaware of their health insurance entitlements and those who do not know how to use their health plans.

Residents of Perth Amboy do not feel as healthy physically or mentally as the average New Jersey resident. The Healthy People 2010 objective is to increase the number of days a person is able to complete usual activities due to good physical and mental health to at least 28.7 days within the past 30 days (95.7% of the time.)

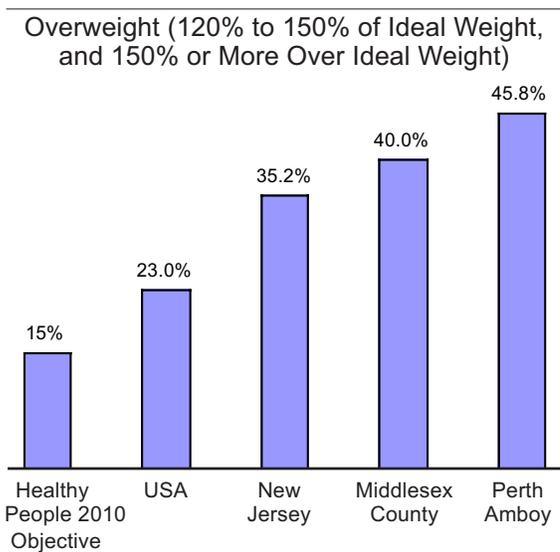
Heart disease remains the number one cause of death within the United States. The Healthy People 2010 objective is to reduce heart disease deaths to 166 per 100,000 population. In Middlesex County the rate is more than twice that. The Middlesex County death rate from cancer is significantly higher than the death rate from cancer for the state population as a whole.

The death rate from testicular cancer in Middlesex County is three times the rate for New Jersey, and more than seven times the national rate. Most testicular cancers are found by men through self-examination. Nearly 90 percent of Perth Amboy's male population do not perform monthly testicular self-exams

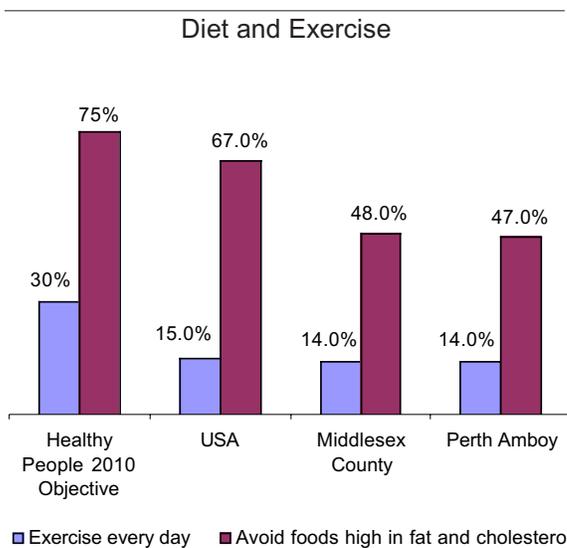




The Healthy People 2010 objective is to reduce the prevalence of diabetes to less than 25 per 1,000 population (2.5% of the population.) The prevalence of diabetes among Perth Amboy residents, at 9 percent, is twice the rate statewide, at 4.5 percent, and more than twice the rate for the nation, at 4.0 percent.



Almost half of all Perth Amboy residents are overweight, significantly more than for the state as a whole and twice the proportion of the population nationally. The Healthy People 2010 objective is to decrease obesity in adults to no more than 15 percent. To achieve this objective will require significant public education on the importance of diet and exercise to maintain healthy weight. Cardiovascular disease, diabetes and cancer are all linked to overweight and obesity.



Only 14 percent of Perth Amboy residents exercise at least thirty minutes daily. This is less than half of the Healthy People 2010 objective. There is a need to promote physical fitness, exercise programs, and activities designed to raise awareness of the health risks associated with a sedentary life style. Exercise helps reduce stress and can decrease one's risk for overweight, high blood pressure and heart disease.

Less than half of Perth Amboy residents avoid foods high in fat and cholesterol. This is substantially below the Healthy People 2010 objective. There is a need for educational programs on healthy eating. Good eating habits start during childhood and must be maintained as adults.

## Community Resources



The array of resources available in Perth Amboy to support the educational goals of the high school, include municipal services, the business community, a health and human services consortium, and a proliferation of voluntary associations—churches, social clubs, civic organizations.

The large number of volunteer groups in Perth Amboy demonstrate the vitality of its civic culture—the public spirited nature of its citizens, their willingness to donate their time and talent for the good of the community. Alexis de Tocqueville famously observed that the proclivity of Americans to form voluntary associations was intrinsic to American democracy. Social scientists such as Robert Putnam and Francis Fukuyama report that voluntary groups also generate “social capital,” which is as useful as financial capital for a society’s economic well-being.

Perth Amboy’s robust civic culture and social capital resources are manifest in its neighborhoods, in the care and pride taken in public gardens and the semi-public realm of front yards, as well as in the proliferation of “mom and pop” stores, a mainstay of the local economy. In fact, Perth Amboy’s neighborhoods are the crucible for the creation and re-creation of its civic cultural resources.

Like other forms of capital, a society’s supply of social capital can be depleted and must be renewed. Perth Amboy’s current renaissance is clearly tapping into the city’s supply of social capital, and civic cultural resources. Any vision of the future of the high school and the city must include preserving the vitality of existing neighborhoods.

## Inventory of Communitiy Resources

This inventory is based on information from two sources:

- “City of Perth Amboy Chamber of Commerce Directory.” 2002
- “Perth Amboy Resource Guide,” Perth Amboy Health and Human Services Consortium, 2000.

It is organized in five parts:

1. Perth Amboy Municipal Services
2. Health and Human Services
3. Financial Institutions, Major Businesses and Labor Federations
4. Churches and Synagogues
5. Community Organizations

Listings are alphabetical. Addresses are in Perth Amboy, zip code 08861/08862 unless otherwise noted. Phone numbers have a 732 area code unless otherwise noted.



### 1. Perth Amboy Municipal Services

**Perth Amboy Adult & Continuing Education Dept.**  
178 Barracks St.  
376-6240 x31410

**Perth Amboy Board of Education**  
178 Barracks Street  
826-3360

**Perth Amboy City Clerk**  
260 High Street  
826-0290 x26

**Perth Amboy Community Center**  
600 Chamberlain Ave.  
442-1188

**Perth Amboy Housing Authority**  
600 Chamberlain Ave. 826-3110

**Perth Amboy Mayor's Office**  
260 High Street  
826-0290 x22

**Perth Amboy Department of Code Enforcement**  
436 Market Street  
826-0183

**Perth Amboy Department of Economic and Community Development**  
1 Olive Street  
442-4000

**Perth Amboy Department of Human Services**  
1 Olive Street  
826-1690

**Perth Amboy Fire Department**  
376 High Street  
826-6480

**Perth Amboy Health Department**  
56 Fayette Street  
826-0290

**Perth Amboy Historical Society**  
Kearny Cottage  
63 Catalpa Avenue  
826-1826

**Perth Amboy Juvenile Aid Bureau**  
56 Fayette Street  
442-1041

**Perth Amboy Municipal Marina**  
Front Street  
442-1596

**Perth Amboy Office of Social Services**  
Fayette and Read St.  
826-4300

**Perth Amboy Police Department**  
351 Rector Street  
442-4400

**Perth Amboy Parks Department**  
599 Fayette Street  
826-0290



## 2. Health and Human Services

<b>Bayview Nursery School</b> 228 Water Street 442-1583	<b>Jewish Renaissance Foundation</b> 149 Kearney Avenue PO Box 2506 732.324.2114	<b>New Choices Educational Svcs.</b> 149 Kearney Avenue 826-0709	<b>Raritan Bay Mental Health Center</b> 570 Lee Street 442-1666
<b>Cathedral Community Development Corp.</b> 205 Smith Street 826-2448	<b>Meals on Wheels</b> 1 Olive Street 826-3424	Perth Amboy Day Care 100 331 High Street 826-7575	<b>Recovery Assistance Program Training</b> <b>329 Rector Street</b> <b>442-7353</b>
<b>Cathedral Community Development Corp. Timothy House</b> 280 McClellan Street 826-7724	<b>Middlesex County Board of Social Service</b> 252 Madison Ave. 324-5500	<b>Perth Amboy Housing Development Corp.</b> 1 Olive Street 826-1519	<b>Salvation Army</b> 433 State Street 826-7040
<b>Catholic Charities</b> 271 Smith Street 826-9160	<b>Middlesex County College Perth Amboy Center</b> 133 New Brunswick Avenue 324-0700	<b>Planned Parenthood</b> 215 Market Street 442-4499	<b>St. Vincent De Paul Food Pantry</b> Holy Trinity R.C. Church Lawrie & Johnstone Street 826-0439
<b>Catholic Charities/Diocese of Metuchen</b> 319 Maple Avenue 324-8200	<b>Middlesex County Economic Opportunities Corporation (MCOC) Basic Needs Program</b> 132 Second Street 324-1580	<b>Puerto Rican Association For Human Development (PRAHD)</b> 100 First Street 442-1081	<b>VNA of Central Jersey Community Care Alternatives</b> 275 Hobart Street second floor 442-6225
<b>Catholic Charities Nazareth House</b> (group home) 156 Wayne Street 324-0331	<b>MCOC Perth Amboy Head Start &amp; Day Care Center</b> 132 Second Street 826-0719	<b>PRAHD Mi Escuelita Day Care Center</b> 100 First Street 442 1081	<b>Victory Community Development Corporation</b> 166 Jefferson Street 826-6051
<b>Catholic Charities Neighborhood Ctr.</b> 919-921 Convery Boulevard 826-0788	<b>Middlesex County Health Department</b> 149 Kearny Ave. 732.826.0440	<b>Raritan Bay Medical Center</b> 530 New Brunswick Avenue 442-1666	<b>Victory Food Ministries</b> 166 Jefferson Street 826-6051
<b>Catholic Charities Trinity Child Care Center</b> 430 Market Street 826-9554	<b>Middlesex County Legal Services Corporation</b> 313 State Street #308 324-1613	<b>Raritan Bay Addiction Treatment Services</b> 595 New Brunswick Avenue 442-9006	<b>Victory Kids Day Care</b> 166 Jefferson Street 826-4811
<b>Catholic Charities Trinity Health Center</b> 271 Smith Street 826-9160	<b>Middlesex County Vocational School Perth Amboy campus</b> 618 New Brunswick Avenue 257-3300 x20	<b>Raritan Bay Joseph S. Yewaisis Outpatient Center</b> 516 Lawrie Street. 32403300	<b>YMCA Raritan Bay Area</b> 214 Smith Street 442-3632
<b>Division of Youth and Family Services (DYFS)</b> 458 Florida Grove Rd (800) 531-1261		<b>Raritan Bay Family Center</b> 530 New Brunswick Avenue 324-5300	<b>YMHA</b> 316 Madison Avenue 442-0365

### 3. Financial Institutions, Major Businesses and Labor Federations

**Banco Popular**  
631 State Street  
376-0500

**First Savings Bank**  
339 State Street  
442-2770

**First Union National Bank**  
214 Smith Street  
324-4424

**Fleet Bank**  
211 Smith Street  
826-2701

**Independence Bank**  
365 Convery Blvd.  
442-3030

**Madsen & Howell**  
500 Market Street  
826-4000

**Sovereign Bank**  
471 Florida Grove Road  
750-3400

**Sovereign Bank**  
210 Smith Street  
697-7110

**Trust Company Bank Of New Jersey**  
313 State Street  
324-0678

**Bridgeview Management**  
1160 State Street  
826-1800

**Chevron Products**  
1200 State Street  
732.738.2236  
732.738.2045

**Co-steel Raritan**  
**225 Elm Street**  
**442-1600**

**Englert, Inc.**  
1200 Amboy Avenue  
826-8614

**Michelette Company**  
364 Inslee Street  
826-1166

**Morton International**  
920 State Street  
826-8414

**Sansone Chevrolet**  
680 Pfeifer Blvd.  
815-2638

**Viking Marine Products**  
1160 State Street  
826-4552

**White Marine Inc.**  
1050 State Street  
826-4491

**Witco, Ck Corp.**  
1000 Convery Blvd  
826-6600

**Schott Brothers, Inc.**  
358 Lehigh Avenue  
442-2486

**Stolthaven, Inc.**  
920 State Street  
826-1144

**Ironworkers Local**  
462 Market Street  
442-1495

**Perth Amboy Federation Of Teachers**  
149 Kearny Avenue  
442-7788



The new Banco Popular office occupies a renovated firehouse built in 1910.



Contributions from local businesses help support programs such as the free Concerts By the Bay, held during the summer in the bandshell overlooking the waterfront.

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### 3. Churches and Synagogues

**Assembly Of God  
Glad Tidings**

282 King Street  
826-8427

**Bethel Christian  
Church**

197 Hall Avenue  
442-9566

**Church Of Christ**

463 Amboy Avenue  
826-5622

**Church Of God In  
Christ**

361 High Street  
442-7581

**Church Of Jesus  
Christ (LDS)**

271 Maple Street  
442-6353

**Church Of The Holy  
Cross**

351 Lawrie Street  
324-1464

**Concord Missionary  
Baptist Church**

795 State Street  
826-0877

**Congregation  
Shaarey Tefiloh**

15 Market Street  
826-2977

**Faith Apostolic  
Ministries**

310 Sutton Street  
376-1711

**First Baptist Church**

High & Market Street  
826-5475

**First Presbyterian  
Church**

45 Market Street  
826-2132

**Grace Lutheran  
Church**

600 New Brunswick  
Avenue  
826-3391

**Hispanic Seventh  
Day Adventist  
Church**

258 State Street  
324-6272

**Holy Ghost  
Christian Center**

101 Broad Street  
826-9411

**Holy Spirit Catholic  
Church**

580 Hazel Avenue  
826-4859

**Holy Trinity Parish**

474 Penn Street  
826-0439

**Hungarian Reformed  
Center**

347 Kirkland Place  
442-4008

**Neville Street  
Spanish SDA**

411 Neville Street  
376-0303

**Iglesia Pentecostal**

338 State Street  
234-1757

**Inglesia Nueva  
Jerusalem**

290 Smith Street  
442-7059

**Jehovah's  
Witnesses**

255 Goodwin Street  
442-9080

**John Calvin Magyar  
Reformed Church**

493 Amboy Avenue  
826-0038

**La Asuncion  
Catholic Church**

777 Cortland Street  
826-4991

**Nossa Senhora Do  
Rosario De Fatima**

188 Wayne Street  
826-4350

**Mount Carmel  
Assembly of God**

348 Maple Street  
442-7980

**Our Lady Of Fatima  
Church**

380 Smith Street  
442-6634

**Our Lady Of  
Hungary Church**

697 Cortland Street  
442-0512

**Rock Of Salvation  
Church**

160 Wayne Street  
324-3388

**Second Baptist  
Church**

277 Madison Avenue  
826-5293

**Seventh Day  
Adventist Church**

345 Alpine Street  
826-4712

**Simpson United  
Methodist Church**

331 High Street  
826-1992

**St. Cyril &  
Methodius National  
Catholic  
Church**

598 Jacques Street  
442-4170

**St. Demetrios Greek  
Orthodox Church**

41-47 Wisteria Street  
826-4312

**St. James AME Zion  
Church**

68 Commerce Street  
826-1155

**St. John's First  
Hungarian Lutheran  
Church**

662 Amboy Avenue  
442-2522

**St. John's Orthodox  
Church**

Broad Street  
826-1970

**St. Mary's Roman  
Catholic Church**

104 Center Street  
442-0039

**St. Michael's  
Byzantine Catholic  
Church**

622 Amboy Avenue  
826-0792

**St. Nicholas  
Byzantine Catholic  
Church**

320 Washington St.  
442-0418

**St. Paul's  
Evangelical  
Reformed Church**

231 First Street  
442-9351

**St. Peter's Episcopal  
Church**

183 Rector Street  
826-1594

**St. Spiridon Russian  
Orthodox Church**

648 Charles Street  
826-4818

**St. Stephen's  
Roman Catholic  
Church**

490 State Street  
826-1395

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**3. Churches, cont'd.****Temple Baptist Church**

Krochmally and Pfeiffer  
826-0045

**Temple Beth Mordecai**

224 High Street  
442-1373

**Ukranian Assumption Catholic Church**

684 Alta Vista Place  
732.826.0767

**Universal Church**

322 State Street  
442-3443

**Victory Revival**

166 Jefferson Street  
826-6631

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**4. Community Organizations****American Legion Post #45**

530 Smith Street  
826-2432

**Bay City Residence (VOA)**

265 Rector Street

**Camara de Comercio Hispana/ Americana of NJ Inc.**

PO Box 1231

**Catholic Daughters Of America Court San Salvador**

228 High Street  
442-2998

**Celebrate Perth Amboy**

211 Front Street  
826-7110

**Delaney/Dunlap Neighborhood Association**

919 Convery Blvd  
826-0788

**Diocese of Metuchen**

103 Center Street  
826-6616

**Elks Lodge #784**

665 New Brunswick Avenue  
442-0220

**Emmaus House**

(retreat)  
101 Center Street  
442-7668

**E.S.C.A.P.E Center**

486 Lawrie Street  
442-3700 x5972

**Italian Tripoli Club**

409 Johnstone St.  
442-6550

**Kiwanis Club Of Perth Amboy**

520 Compton Avenue

**Knights Of Columbus San Salvador Council No. 299**

228 High Street  
442-2998

**Ladies Auxiliary American Legion Post No. 45**

530 Smith Street  
826-2432

**Loyal Order Of Moose No. 1360**

989 Convery Blvd.  
442-3550

**Madison Social Club**

316 State Street  
442-8296

**Metuchan Community Services Corporation**

319 Maple Street  
826-9160

**Olde Amboy Civic Association**

18-3 Habor Terrace  
826-6502

**Perth Amboy Chamber Of Commerce**

214 Smith Street  
PO Box 1546  
442-7400

**Perth Amboy Elks Lodge No. 784**

665 New Brunswick Avenue  
442-0220

**Portuguese Sporting Club**

782 State Street

**Preservation New Jersey**

149 Kearney Ave.  
442-1100

**Raritan Yacht Club**

160 Water Street  
826-2277

**Rosary Memorial Post No. 1613**

445 Amboy Avenue  
826-4493

**Royal Garden Club By The Bay**

PO Box 1763

**St. George Catholic Club, Inc.**

415 Eagle Avenue  
826-6383

**St. John's Social Club**

404 Division Sreet  
442-5143

**United Poles Of America ZPA**

281 Grace Street  
442-2660

**VFW Post 663**

426 Brace Avenue  
442-2106

**Women's Club Of Perth Amboy**

402 Arnold Avenue  
826-6506

**Woodbridge/Perth Amboy Rotary**

PO Box 201  
541-9190

**Work Force NJ**

339 Maple Street  
293-5016

# Summary Findings and Recommendations

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This section summarizes key findings from the research, highlights the issues raised concerning the new high school and makes recommendations to address those issues, organized according to the sections of the report in which more detail can be found.

## Section of the Report

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## Recommendation

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### State and Federal Policy

Both the Abbott reforms and federal No Child Left Behind legislation call for a comprehensive approach to educational improvement, addressing both the academic and social needs of students. This consensus on the benefits of a comprehensive approach is based on the recognition of the need to ensure that children are physically, socially and emotionally ready to learn and that they have extensive, on-going supports designed to promote their achievement.

- Provide adequate space for all programs needed to both assure the academic achievement for students as well as help students and their families overcome the barriers to achieving that goal

### Perth Amboy School District Profile

The Perth Amboy School District faces enormous challenges because of overcrowding due to population growth. Perth Amboy's population grew faster than both the county and the state, increasing by 12.7 percent between 1990 and 2000. If current growth rates persist the district will exceed the projected 23 percent growth in enrollment in 2006. The district is also very young. The pre-kindergarten to fourth grade cohort represents almost half of the total district enrollment. The number of children under the age of five (3,805) represented eight percent of the total population in 2000 according to the US Census. Many of these young people are at risk of dropping out of school. Even so, given current growth rates it is likely that the enrollment for the high school could swell beyond current projections of 2,746 by 2008.

- The rapid growth and youth of the Perth Amboy population signal the need for realistic long term planning.

The district is also challenged by the large population of low-income, first-generation immigrant families. These recent immigrants retain strong ties to their homeland and frequently return there for an extended time, which accounts for the high mobility rate for students in the high school. The fact that nearly three quarters of Perth Amboy's foreign born population are not US citizens reflects their transitional/transnational identity.

- The school should provide a focal point in the community that both students and their parents can turn to for help in accessing a wide array of services and supports they need to ensure they become responsible, productive and fully participating members of this society.

## Section of the Report

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### High School Educational Program

Like all schools in New Jersey PAHS is aligning its curriculum with the Core Curriculum Standards that define what a student should know upon graduation from high school. However, standards based reform does not imply a standardized delivery system. Learner expectations must be closely related to the challenges, opportunities in work, family, community, personal life and the lifelong learning each of those roles and responsibilities demands. This requires a personalized approach, to make learning relevant to real life.

The high school faculty are committed to personalizing the curriculum for Perth Amboy, creating smaller learning communities organized as academies, providing education and training in career clusters and career pathways geared to the region's growth industries. (The top growth industries in Middlesex are business services, health services, engineering, social services and transportation services.)

### Perth Amboy Master Plan

A major component of Perth Amboy's ambitious redevelopment effort is to transform hundreds of acres of abandoned and contaminated parcels, the legacy of the city's heyday as a manufacturing center, in an era with no environmental regulations. The proposed site for the new high school is adjacent to the city's Redevelopment Area 3, which will be easily accessible to the high school with the proposed extension of Maurer Road.

## Recommendation

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- As an educational facility, the building should embody the school's commitment to reform, and to a new vision that represents a community of learning in more than one sense: a meaningful symbol of respect for the environment, and the physical and economic health of the community.
- Changes to the curriculum focused on project-based learning and relevant learning expectations should drive the design of the new high school building and its grounds.
- Use sustainable design as a tool to help the school fulfill its education mission, as well as help the city achieve the goals of its Master Plan.
  - Perth Amboy Master Plan**
  - Standing at a gateway to the city, the school should be a prominent architectural landmark, a concrete statement of the community's accepting responsibility to care for the environment through deliberate and thoughtful design decisions.
  - Stimulate economic development by coordinating the design of a business services career academy with the city's efforts to develop a business and industrial park in Redevelopment Area 3.

## Section of the Report

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### Master Plan, continued

The proposed site for the new high school is in an area that has been walled off from the rest of the city by a tangle of high speed roads and access ramps. Access to the site requires crossing several dangerous intersections. Construction of the new school provides an opportunity to bridge that barrier, and achieve the goals of the Master Plan.

One issue of potential concern is the need to bus students to the site. Luckily, the proposed site of the new high school is located on two NJ Transit bus lines (#816, #116) which serve most of the city. It is a goal of the Master Plan to encourage use of public transportation.

The city is currently working with the county to raise funds for a new bikeway that will run along unused railroad racks that skirt the site of the new municipal complex, which will also house an athletic center and the public library.

The proposed site for the new high school is close to two city parks which have recently been upgraded.

### Workforce Trends and Training Needs Assessment

Middlesex County is projected to lead the state in terms of employment growth, and will also lead the state in growth of jobs that require at least an associates degree. However a combination of language barriers, limited education and job skills impede the ability of many Perth Amboy residents to fully participate in the region's growth. Twenty three percent of all residents over age 25 have less than a ninth grade education. Less than ten percent have a bachelor's degree or higher. A high rate of teen-age pregnancy, along with a high incidence of single parent households, contributes to a drop out rate among Perth Amboy High School students significantly higher than the state average. The Middlesex County Workforce Investment Board (WIB) has concluded that Perth Amboy youth "without question require additional assistance to complete an educational program or to secure and hold employment."

## Recommendation

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- The high school should be integrated with the life of the community, not set off as a world apart. The strategy for access to the school from the community should be coordinated with the circulation component of the Master Plan.
- Coordinate with NJ Transit to ensure that the location of bus stops, design of bus shelters, and frequency of service will encourage people to use public transportation to the school.
- Encourage walking and biking to school by extending the proposed bikeway and pedestrian network.
- Coordinate the planning and design of the site plan for the new high school with the city's park and recreations plans
- Coordinate the Middlesex WIB Youth Investment Council's planning effort targeting services for "at risk youth"—which already involves the significant participation of the Perth Amboy adult school principal, and high school guidance department staff—with design of the curriculum for the new career academies.

## Section of the Report

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### Health Needs Assessment

The most significant public health issue for Perth Amboy is obesity. Almost half of Perth Amboy's population is overweight, with is twice the national average, already considered at epidemic proportions. Cardiovascular disease, type 2 diabetes and cancer are all linked to overweight and obesity. The prevalence of obesity in Perth Amboy is twice that for the state and more than double the national average. The leading cause of obesity is lowered activity levels. Physical activity has been identified as one of the nation's leading health indicators, in Healthy People 2010, the national health objectives for the decade.

### Community Resources

Both Abbott and No Child Left Behind call for closer collaboration with community stakeholders and parents as essential to improve school effectiveness. At the same time that it is essential to design the school for wider community use, it is equally important to remember that the school is not just the facility. Active learning takes place outside the four walls of the school building.

## Recommendation

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- The new high school should provide a healthy environment where students learn and participate in positive dietary and life-style behaviors and practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children, thereby optimizing their performance potential.
- Provide a place for adults, community activities, and partners inside the school.
- Identify which programs need to take place in school, which can take place out of school building, on the campus or off. For example, part of the program in a health sciences academy could be housed at the Raritan Bay Medical Center, which is easily accessible from the new high school by public transportation (the #116 Bus.)
- Utilize interactive technology to tap into community resources at every scale of community from the local to the global.
- Link new educational programs with community development efforts, through field work, internships and community service projects, to teach students to analyze the educational and social issues facing the school and the community.

## Appendix A: Subcommittee Bibliographies

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### Innovative Learning Environments

Committee Members: Marcella Massopust, Chair  
Anne Gumbs  
Inga Kessler  
Arlene Duda  
Linda Schmelzer

### Premise

The design of the new school facility should embody and support implementation of the school’s educational vision and philosophy of reform. The fundamental trend that is driving the educational reform movement towards the creation of smaller learning communities is the shift from teacher centered to learner centered educational philosophy and organizational structures.

### Issues

What kind of environments engage, challenge and arouse the curiosity, spirit, and imagination of adolescents? How can the design foster the development of new teaching practices, such as an emphasis on applied and experiential learning, project-driven and student directed activities, and an interdisciplinary and team work approach? How can the design support teacher professional development and increased student support services and parental involvement? How can the building’s design encourage informal learning and encourage students to engage in school activities?

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- Council of Educational Facility Planners International [www.cefpi.com](http://www.cefpi.com)
- Creative Learning Exchange [www.clexchange.org](http://www.clexchange.org)  
*The Creative Learning Exchange encourages a view of education for primary and secondary schools based on discovery as the essence of the learning process and advocates systems education implemented through learner-centered learning.*
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Lang, Dale. “Essential Criteria for an ideal Learning Environment.”

Presents six general categories that include criteria which are essential components necessary for meeting the demands of learning based schools.

Millet, Emily, and Jim Croteau. “Restructuring Educational Facilities.”

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Taylor, Anne. “Programming and Design of Public Schools Within the Context of Community.”

Discusses the School Zone model for participatory planning.

Washor, Elliot, and Dennis Littky. “One Student at a Time.”

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Early Childhood Education

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see A History of the Studio-based Learning Model by Jeffery A. Lackney  
8/2/99 [www.newhorizons.org/](http://www.newhorizons.org/)

AIA Innovative Learning Environments Symposium, Amsterdam.

Proceedings. [www.designshare.com/Research/AIA/  
AIA\\_AMS\\_Proceedings](http://www.designshare.com/Research/AIA/AIA_AMS_Proceedings)

*Architecture for Education: New School Designs from the Chicago*

*Competition Big Shoulders, Small Schools. Competition  
Highlights.* Business and Professional People for the Public Interest,  
Chicago Public Schools Design Competition, Chicago, IL , 2001

[www.bpichicago.org/pe/cpsdc.html](http://www.bpichicago.org/pe/cpsdc.html)

This guide features eight award-winning school designs from the “Big  
Shoulders, Small Schools” public school design competition.

Architectural criteria are delineated followed by brief descriptions of  
each winning design. Design criteria required that the school design be  
innovative, be feasible to build, be sensitive to the neighborhood context,  
be sensitive to universal design concepts, and be smaller “school-within-  
a-school” units of larger schools. Brief resumes of the competition’s  
judges conclude the guide.

National Symposium on School Design: Schools as Centers of Community.

Creative Solutions Group Department of Education, Washington, DC ,  
Apr 1998 [165.224.220.67/inits/costruction/9schools.html](http://165.224.220.67/inits/costruction/9schools.html)

Provides nine unique models of communities working together to design  
and modernize schools. Each entry provides a description of the model  
school, a list of principle decision makers and architects involved, and  
contact information.

*A selection of articles from PEB Exchange. Journal of OECD Programme on  
Educational Building*

“Technology: The Innovative Pilot High School at Poitiers.” Issue 33. 2/98.

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Programme of Work.” Issue 35. 10/98. pp. 2-3.

“Projects: Architectural Competition for a Secondary School in  
Switzerland.” Issue 35. 10/98. pp. 9-11.

“The Netherlands’ Study House: New Designs for New Pedagogies.” Issue  
35. 10/98. pp. 12-13.

“Projects: The Netherlands’ School Building Prize.” Issue 36. 2/99. pp. 6-8.

“Ten Pilot Projects- Classroom of the Future” United Kingdom.

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## Special Themed Academies

Committee Members: Louis E. Gumbs, Jr., Chair  
Charlene Rutherford  
Nancy Kessler  
Irene Fic  
Austin Gumbs

## Premise

Debate on how to deliver secondary education in large high schools is beginning to settle into a clearly defined philosophy: Create small, safe, successful learning communities within the high school, which integrate academic and vocational education.

## Issues

How “to design a restructured organization that captures the individual attention provided to students in small school settings while taking advantage of the rich and broad opportunities that present themselves in large school programs.”

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The coalition is a network of high schools working to redesign their overall structure, curriculum, and assessment procedures to improve student learning and achievement. The reform effort is guided by nine “Common Principles” that grew out of A Study of High Schools, a five-year research project sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools.
- Comprehensive School Reform Demonstration (CSR/D) Program USDOE  
[www.ed.gov/offices/OESE/compreform/](http://www.ed.gov/offices/OESE/compreform/)  
The Comprehensive School Reform program is designed to increase student achievement by assisting public schools across the country with implementing comprehensive reforms that are grounded in scientifically based research and effective practices.
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Klonksy, Susan, and Michael. “In Chicago: Countering Anonymity Through Small Schools.”  
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Sabo, Sandra R. “A Blueprint for Change: A Learner Focused Curriculum Drove the Design of Minnesota’s Chaska High School.”  
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McPartland, James, Will Jordan, Nettie Legters, and Robert Balfoni. “Finding Safety in Numbers.”  
Raywid, Mary Anne. “Successful School Downsizing.”  
Vo, Chuon-Dai. “A Community Surfaces Out in the Crowd.”  
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Nickle, Melinda Nixon, Fran Carter Flynt, Stephen Douglas pointer, James Reese Jr. “Does It Make A Difference If You Change The Structure?”

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Grubb, W. Norton. “Giving High Schools An Occupational Focus”

Douglas, Ann M. “Mending the Rift Between Academies and Vocational Education.”

Oxley, Diana. “Organizing Schools into Small Units: Alternatives to Homogenous Grouping.”

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Rosenfeld, Neill S. “The Career Connection: These Students Don’t Have to be Reminded Why They Are In School.”

Cawelti, Gordon. “Restructuring Large High Schools to Personalize Learning For All.”

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 This publication reviews the most recent single-theme school research and experience.

High Schools That Work: The Catalog of School Reform Models.  
[www.nwrel.org/scpd/catalog/index.shtml](http://www.nwrel.org/scpd/catalog/index.shtml)

New American Schools [www.naschools.org/](http://www.naschools.org/)  
 New American Schools (NAS) is a nonpartisan, nonprofit organization whose mission is to increase student achievement through comprehensive school improvement strategies.

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 Evaluates experiences in three cities: New York, Philadelphia, and Chicago.

Small Schools Workshop [www.uic.edu/depts/educ/ssw/](http://www.uic.edu/depts/educ/ssw/)  
 The Small Schools Workshop is a group of educators, organizers and researchers based in the College of Education at the University of Illinois at Chicago. The Small Schools Workshop collaborates with teachers, principals, and parents to create new, small, innovative learning communities in public schools.

Smaller Learning Communities Program USDOE [www.ed.gov/offices/OESE/SLCP/index.html](http://www.ed.gov/offices/OESE/SLCP/index.html)

Baltimore, MD fourteen academies in six public high schools

Frederick Douglas HS

- Assistive Technology
- Academy 2000 (ninth grade)
- Business, Finance and management
- Cab Calloway Academy for Arts, Music and Humanities

Lake Claflon Eastern HS

- Finance

South Western HS

- Travel, Tourism and Hospitality

Walbrook HS

- Maritime
- Institute of Criminal Justice

Pattersen HS

- Ninth Grade Success

## Examples, models

Sports Studies and Health/Wellness  
Arts and Humanities  
Transportation and Engineering Technology  
Business and Finance  
Northwest HS  
Ninth Grade Success

Berkeley, CA. High School, [www.berkeley-smallschools.org/slcmission.html](http://www.berkeley-smallschools.org/slcmission.html)  
Community coalition investigating advantages of creating Small Learning Communities

California Partnership Academies  
State sponsored program established 20 years ago, now in more than 50 high schools.

Career Programs in Boston, MA public high schools [www.bostonpic.org/school-t.htm](http://www.bostonpic.org/school-t.htm)  
Led by the Boston Private Industry Council, Boston's Workforce Investment Board.  
ProTech: A multi-year school-to-career program that integrates classroom and work-based learning to prepare students for challenging career. ProTech is now its 8th year of operation partnered with five Boston public high schools and four industries, including Healthcare, Business Services, Financial Services and Utilities and Communication.

National Academy: The National Academy program combines relevant classroom and workplace learning experiences to expose students to careers in three industries:  
Academy of Finance – Hyde Park High School  
Academy of Public Service – Dorchester High School  
Academy of Travel and Tourism – East Boston High School

Central Park East, New York, NY (where “schools within school” restructuring dates back some 17 years.)

Paterson, NJ seven academies  
New Brunswick, NJ health careers academy

Seattle, WA. The Center School  
A fledgling arts-and-sciences high school designed to make the most of its Seattle Center location. The Center School also represents a first step in the Seattle School District's aim to broaden options for students and parents.

New York City some schools with thriving academies include:  
Washington Irving HS, Manhattan  
Thomas Jefferson HS, Brooklyn  
Urban Academy, Manhattan,  
Richmond Hill HS, Queens  
John Dewey HS, Brooklyn

Philadelphia, PA,  
In 1995 there were 28 academies in 19 high schools covering 11 different career fields.

Committee Members: Greg Ficarra, Chair  
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Mary Ratkowski  
Gidget Lopez  
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Lynn Morgan  
Dominic Valentin  
Mary Ann Tsoukalas  
Ronnie Rothstein

## Healthy Schools and Lifestyles

Healthy schools—those that support good nutrition and physical activity as part of a total learning environment—produce healthy students. Healthy students are better able to develop and learn. Healthy students, who achieve their educational potential, form healthy communities. The crucial role that schools play in helping shape our children’s future makes them an essential partner in promoting a healthy lifestyle. This is achieved by creating a healthy school environment.

### Premise

How can the design of the new school facility support the eight components of a Coordinated Comprehensive School Health Program: Health Education, Physical Education, Health Services, Nutrition, Safe learning Environment, Coordinated Pupil Services, Staff Wellness, and Family & Community Involvement?

### Issues

“A Healthy Communities Approach to Health and Environment.” Ontario Healthy Communities Coalition. [www.opc.on.ca/ohcc/publications/](http://www.opc.on.ca/ohcc/publications/environ/aproach.htm)  
[environ/aproach.htm](http://www.opc.on.ca/ohcc/publications/environ/aproach.htm)

American Cancer Society: “Healthy Schools Healthy Kids”  
[www.schoolhealth.info](http://www.schoolhealth.info)

Texas Department of Health affiliated program.

See also: “GenerationFit” A program of enrichment activities to give young people the opportunity to act on issues related to nutrition and physical activity in their schools and their communities. Sponsored by the American Cancer Society in Texas.

CDC Adolescent and School Health [www.cdc.gov/nccdphp/dash/index.htm](http://www.cdc.gov/nccdphp/dash/index.htm)  
Coordinated School Health Strategies, Coordinated School Health Program, Comprehensive Health Education

See also: “Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People.”

“Commitment To Change.” [www.actionforhealthykids.com/hss/](http://www.actionforhealthykids.com/hss/commitment.htm)  
[commitment.htm](http://www.actionforhealthykids.com/hss/commitment.htm)

This Commitment to Change is the guiding document for the 2002 Healthy Schools Summit: Taking Action for Better Nutrition & Fitness.

“Community Health Needs Assessment for Perth Amboy.” Middlesex County Public Health Department. 2001 [www.co.middlesex.nj.us/health](http://www.co.middlesex.nj.us/health).

“Healthy Schools, Healthy Communities Program.” Bureau of Primary Health Care. US Department of Health and Human Services. Human Resources and Services Administration. [www.bphc.hrsa.gov/hshc/hshcfact.htm](http://www.bphc.hrsa.gov/hshc/hshcfact.htm)

Kirsch, Joel. “Reuniting Mind, Body, and Spirit: The Lessons of Sports for School Reform.” [www.glef.org](http://www.glef.org)

“Landscape Planning K-12” [www.edfacilities.org/rl/landscape.cfm](http://www.edfacilities.org/rl/landscape.cfm)  
NCEF’s resource list of links, books, and journal articles on school

### Bibliography

landscape planning, including site design, traffic, parking, outdoor accessibility and recreation guidelines, outdoor safety and security, and acreage guidelines.

Making the Grade: School-Based Health Centers [www.gwu.edu/~mtg](http://www.gwu.edu/~mtg)

A national program of the Robert Wood Johnson Foundation.

Mitchell, Steve. "Making schools healthier can cut obesity." UPI Medical Correspondent From the [Science & Technology Desk](#) 7/25/2002 1:00 PM

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. Introduction. Draft Revision, August 2002.

[www.nj.gov/njded/cccs/](http://www.nj.gov/njded/cccs/)

New Jersey Sustainable Schools Network [www.community.nj/cc/sustainableschools](http://www.community.nj/cc/sustainableschools)

A consortium of schools and a wide variety of organizations committed to promoting education for a sustainable future in schools in New Jersey.

Nugent, Meg. Child obesity is a crisis of huge proportions." *Star Ledger*. 6/02/02. p. 2.1

Olson, Elizabeth. "U.N. Warns that Many Children, Rich and Poor, Are Obese." *New York Times*, May 17, 2002. p. A8

"Outdoor Learning." [www.edfacilities.org/rl/outdoor.cfm](http://www.edfacilities.org/rl/outdoor.cfm)

NCEF's resource list of links, books, and journal articles on the design, construction, and maintenance of school grounds to support and enhance a school's educational objectives.

"Introduction." *Sustainable Design Guidelines For the construction of new facilities and the renovation of existing structures*. Poudre (CO) School District. June 2000.

"Promoting Better Health for Young People Through Physical Activity and Sports:

A Report to the President From the Secretary of Health and Human Services and the Secretary of Education." [www.cdc.gov/nccdphp/dash/presphysactrpt/summary.htm](http://www.cdc.gov/nccdphp/dash/presphysactrpt/summary.htm)

"School Health: Resources for the Comprehensive School Health Program." Texas Department of Health. [www.tdh.state.tx.us/schoolhealth/links.htm](http://www.tdh.state.tx.us/schoolhealth/links.htm)

"All Texas Children will reach their full personal, health & academic potential."

"MIT: Strategic Plan for the Department of Athletics, Physical Education and Recreation." [web.mit.edu/athletics/www/plan/](http://web.mit.edu/athletics/www/plan/)

"The mission of the Department of Athletics, Physical Education and Recreation is to bring students, faculty, and staff together in educational activities that promote healthy lifestyles, enhance a sense of community, foster growth in leadership and teamwork skills, and encourage the pursuit of excellence."

TESA The Education Sports Alliance [cmsce.rutgers.edu/projects/tesa/tesamain.html](http://cmsce.rutgers.edu/projects/tesa/tesamain.html)

A program of Rutgers Center for Science Mathematics and Computer Education. This project brings students and athletes together to build relationships and enjoy the adventure of learning.

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Discusses role of sustainable design in broad movement to reform education and improve learning. Objectives of sustainable school design: promote learning, create welcoming, healthy, cost effective, and environmentally responsible building. Chapters include: Practical Applications, Sustainable Design and Student Performance, Three Case Studies, Bibliography, Internet Resources.

A selection of articles from. *Learning By Design* [www.asbj.co](http://www.asbj.co) an on-publication from the editors of *American School Board Journal*

Doban, Geoffrey, and Peter Samton. "Designing for Safety: How school design

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#### Building High-Performance “Green” Schools

- Building Green Schools Resource List  
[www.mtpc.org/massrenew/nesealinks.pdf](http://www.mtpc.org/massrenew/nesealinks.pdf)
- Educational Curricula on Green Schools  
[www.ase.org/programs/schools.htm](http://www.ase.org/programs/schools.htm)  
[www.ase.org/educators/lessons.htm](http://www.ase.org/educators/lessons.htm)  
[www.ase.org/greenschools/bibliography.htm](http://www.ase.org/greenschools/bibliography.htm)
- Building Energy Efficient Schools  
[www.eren.doe.gov/energysmartschools](http://www.eren.doe.gov/energysmartschools)  
[www.neep.org](http://www.neep.org)
- Building Indoor Air Quality  
[www.cdc.gov/niosh/pdfs/iaq.pdf](http://www.cdc.gov/niosh/pdfs/iaq.pdf)
- U.S. EPA’S Tools for New Schools  
[www.epa.gov/iaq/schools/newschool.html](http://www.epa.gov/iaq/schools/newschool.html)
- Healthy Buildings Network  
[www.healthybuilding.net/links.html](http://www.healthybuilding.net/links.html)
- Establishing Recycling Programs and Curricula in Schools  
[www.state.ma.us/dep/recycle/schools.htm](http://www.state.ma.us/dep/recycle/schools.htm)  
[www.state.ma.us/dep/recycle/recycle.htm](http://www.state.ma.us/dep/recycle/recycle.htm)

California’s Collaborative for High Performance Schools: [Definition of a High Performance School](#).

## Examples, Models

“Green Schools.” Planet Neighborhood. [www.pbs.org/weta/planet/exploring/schools.html](http://www.pbs.org/weta/planet/exploring/schools.html)

“Maryland Healthy Schools Coalition.” [www.marylandhealthyschools.org/](http://www.marylandhealthyschools.org/)  
The mission of Maryland Healthy Schools Coalition is to protect and improve the health and safety of Maryland’s children, youth, families and school staff, to increase educational achievement, and to enhance the quality of life.

“Massachusetts Healthy Schools Network.” [www.mphaweb.org/pol\\_schools.html](http://www.mphaweb.org/pol_schools.html)  
The Massachusetts Healthy Schools Website is a resource for promoting healthy indoor air environments and environmentally sustainable school buildings in Massachusetts.

“Sustainable School Design Demonstration Program.” State Energy Conservation Office (SECO). Texas. [www.seco.cpa.state.tx.us/sch&gov\\_sustain.htm](http://www.seco.cpa.state.tx.us/sch&gov_sustain.htm)  
Demonstrates the multiple benefits of natural daylighting, improved indoor air quality and energy efficiency on the students and teachers in Texas public schools.

“West Virginia Department of Education, Office of Healthy Schools.” [wvde.state.wv.us/healthyschools/](http://wvde.state.wv.us/healthyschools/) The mission of the Office of Healthy Schools is to provide leadership, training, and support for schools and their communities designed to improve collaboration and ensure the health and educational achievement of children.

## Community Learning Centers

Committee Members: Ana Cruz, Chair  
Johanna Cruz  
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### Premise

Community Learning Centers are schools that bring together multiple partners to offer a range of services and opportunities to children, youth, families, and communities - before, during and after school, and on weekends, throughout the year - to raise student achievement and contribute to the healthy development of neighborhoods.

### Issues

How to plan, design, construct and maintain school gymnasiums, multi-purpose rooms and libraries for after school and week-end use. How to share public parks so that the school and the community may benefit from combined open spaces.

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A coalition of public, private and nonprofit organizations dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children.
- Boiler Room: Hot Topic No. 3 Community Learning Centers: Supporting Students and Families. Key Research and Planning Guides. NCREL. <http://www.ncrel.org>
- Bruner, C., L.G. Kunesh, and R.A. Knuth "Historical Context of Service Integration" (excerpt from "What Does Research Say About Interagency Collaboration?" NCREL Essay, Oak Brook, 1992 [http://www.ncrel.org/sdrs/areas/stw\\_esys/8agcycol.htm](http://www.ncrel.org/sdrs/areas/stw_esys/8agcycol.htm)
- Charles Stewart Mott Foundation After School Programs <http://www.mott.org/21/> 21<sup>st</sup> Century Community Learning Centers Program Technical Assistance.
- Coalition for Community Schools: Sustainability Planning Checklist. <http://www.communityschools.org/fundingchecklist.html>
- "Combined School & Public Libraries: Guidelines for Decision Makers." <http://www.dpi.state.wi.us/dpi/dlcl/pld/comblibs.htm>;  
The purpose of this publication is to help communities and school districts determine whether combining school and public libraries will be the best way to provide effective school and public library service.
- Community Schools: Partnerships for Excellence. <http://www.communityschools.org/partnerships.html>  
This resource presents the Coalition for Community Schools' vision of a community school and describes schools moving toward that vision.
- Community Use of Schools: National Clearinghouse for Educational Facilities (NCEF) [http://www.edfacilities.org/rl/community\\_use.cfm](http://www.edfacilities.org/rl/community_use.cfm)  
Resource list of links books, and journal articles on how community members can share in the use of school buildings and grounds during and after school hours.

Danzberger, Jacqueline P. *Governance of 21<sup>st</sup> Century Community Learning Centers: First Year Findings and Recommendations*. Institute for Educational Leadership. 2000.

This report presents findings and initial recommendations from a review of the governance arrangements and operations of the initial ninety-nine 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> Century CCCLC) grantees.

Decker, Larry E. & Mary Richardson Boo. "Community Schools: Linking Home, School & Community. National Community Education Association. 1996. [http://eric-web.tc.columbia.edu/community/community\\_schools/](http://eric-web.tc.columbia.edu/community/community_schools/)

Schools are not just places to teach children, but learning centers for the entire community because learning is lifelong.

Foley, Ellen. "Developing Effective Partnerships to Support Local Education." August 2002. <http://www.schoolcommunities.org>

A summary report from "School Communities that Work: A National Task Force on the Future of Urban Districts" established in 2000 by the Annenberg Institute for School Reform at Brown University. Describes new ways of thinking that undergird the individual and joint work of partners involved in effective partnerships and identifies principles for supporting their development and sustainability.

Harkavy, Ira and Martin Blank. "Community Schools." *Education Week*. 4/17/2002.

Research and experience confirm what common sense suggests: What happens outside the classroom is every bit as important as what happens inside.

"Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School."

<http://www.ed.gov/pubs/LearnCenters/>

By keeping school doors open during nontraditional school hours, the school provides students, parents, and the community with access to valuable educational resources. This guidebook outlines the steps needed to successfully convert a school into a community learning center and lists resources for further information and assistance.

National Community Education Association (NCEA) <http://www.ncea.com>

Community Education, the educational philosophy that underlies community schools, advocates the creation of opportunities for community members to become partners in addressing community needs. The community school is open beyond the traditional school day for the purpose of providing academic, recreation, health, social service, and work-preparation programs for people of all ages.

"New Jersey's 21<sup>st</sup> Century Community Learning Centers Program."

Powerpoint Presentation. NJDOE. August 2002.

North Central Regional Educational Laboratory (NCREL): Pathways to School Improvement: Family & Community <http://www.ncrel.org/sdrs/areas/pa0cont.htm>

"Parent Brochure: What Should Parents Know About Schools As Community Learning Centers?" <http://www.eric.ed.gov/resources/aretn/clcs.html>

Peterson, Kent. "Critical Issues Summary: Establishing Collaboratives and Partnerships." NCREL Essay. 1995.

School leaders must create successful home-school partnerships and mobilize parents, community members, and social service agencies to engage in true collaboration on behalf of children and their families.

*Schools As Centers of Community: A Citizens' Guide for Planning and Design*. USDOE. 2000. <http://www.ed.gov/inits/construction/ctty-centers.html>

- Schwartz, Wendy. "After-School Programs for Urban Youth." ERIC Clearinghouse on Urban Education. Number 114, October 1996 <http://eric-web.tc.columbia.edu/digests/dig114.html>  
Because studies show benefits for poor urban students who engage in planned after-school activities a large number of such programs have been implemented. This digest describes the creation and operation of the larger and more structured programs.
- Tinzmann, M.B. & L. Friedman, S. Jewell-Kelly, P. Mootry, P. Nachtigal, and C. Fine. "Why Should Schools Be Learning Communities?" NCREL Essay, Oak Brook, 1990 [http://www.ncrel.org/sdrs/areas/rpl\\_esys/famcomm.htm](http://www.ncrel.org/sdrs/areas/rpl_esys/famcomm.htm)
- 21<sup>st</sup> Century Community Learning Centers Home Page <http://www.ed.gov/21stcclc/>
- 21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families. USDOE. September 2000. [http://www.ed.gov/pubs/Providing\\_Quality\\_Afterschool\\_Learning/](http://www.ed.gov/pubs/Providing_Quality_Afterschool_Learning/)
- "Working for Children and Families: Safe and Smart After-School Programs." 2000. <http://www.ed.gov/pubs/parents/SafeSmart/>  
This publication includes the most recent research, resources, and information on promising after-school programs. It is designed to provide motivation for superintendents, principals, parent leaders, communities, employers, local governments, and faith communities to start up or expand after-school programs.

## Examples, Models

- Boys Harbor, East Harlem, New York.  
A multifaceted, education-oriented agency that overs over 4,000 children ages 5-21 a range of services that combines recreation, education and guidance through holistic programming.
- Chatham-Savannah Youth Futures Authority, Savannah, Georgia.  
A partnership of the city, Chatham County, Savannah-Chatham Public Schools, and over 20 United Way and other human service agencies, and businesses. Project sites include a Neighborhood Family Resource Center, middle and high schools, company worksites, and local churches. The Authority provides case management, preschool programs, adolescent health and mental health services, after-school programs, school-to-work transition assistance, neighborhood outreach, and family support and
- Cincinnati Public Schools.  
KnowledgeWorks Foundation, the Children's Defense Fund, Cincinnati Public Schools, and Concordia, Inc. have piloted an initiative to create Community Learning Centers in six Cincinnati neighborhoods. <http://www.kwfdn.org/ProgramAreas/facilities/casestudies.html>
- Illinois Project Success (throughout the state of Illinois).  
As of 1998, the program has been established in over 190 communities. Each community embraces six core service components: preventive and primary health care; proper nutrition and nutrition education; preventive and rehabilitative mental health services; services that protect and promote the stability of the family; substance abuse prevention, intervention, and treatment; and positive social activities.
- Kentucky Family Resource & Youth Service Centers  
Kentucky laid the foundation for comprehensive, statewide integrated service delivery as a part of the 1990 Kentucky Education Reform Act (KERA). There are over 350 Family Resource and Youth Service Centers across the state of Kentucky. Most Centers are located at or near school sites and provide services in the areas of substance abuse, child care, mental health, maternity, and employment counseling.

Leadership, Education and Athletics in Partnership (LEAP), New Haven, CT.

A year-round academic and social enrichment program for nearly 1,200 urban children ages 7-14 in five cities in Connecticut: New Haven, Hartford, New London, Waterbury, and Bridgeport. LEAP is one of the largest youth employers in Connecticut.

The Metropolitan Career and Technical Center (The Met), Providence, RI.

The Met is a new kind of public high school that integrates academic and applied learning throughout the day from 7:00 am to late in the evening as well as some weekends.

Newark Public Schools. Office of Extended School Day Programs.

“Organizations and Districts That Have Successfully Developed School-Linked, Integrated Services.” <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrsdp/le3con2.htm>

Rheedlen Centers for Children and Families Program, New York, New York,

This program provides preventive services designed to keep at-risk students in school and ensure that they receive a meaningful education. All programs, including recreational programs, have an academic component. Programs include a Truancy Prevention Program, the Rheedlen Dropout Prevention Programs, and a Parents Help Center.

School of the Future Project, Houston, Austin, Dallas, and San Antonio, Texas.

The purpose of the project is to provide integrated, treatment and prevention focused health and human services. Public schools serve as a central location for delivery. The program has four major components: school-based services, prevention services, educational enhancement, and use of outside support.

University City High School (UCHS), Philadelphia, PA.

UCHS is one of 13 West Philadelphia schools involved in a partnership with the West Philadelphia Improvement Corps (WEPIC). WEPIC partnerships develop deep, rich and thematically related learning experiences that connect academic exploration, community service and community revitalization.

Van Horn High School, Kansas City, MO.

Includes a year-round health clinic, family service social workers and a job developer. Strong community involvement also led to the creation of a 502(c)(3) community development organization enabling the community to seek new revenue sources and expand its agenda.

## Appendix B: Enrollment Projections

PROJECTED ENROLLMENT FOR PERTH AMBOY HIGH SCHOOL (10 year)

Source: Perth Amboy School District Long Range Facilities Plan

	98-99	99-00	00-01	2001	2002	2003	2004	2005	2006	2007	2008
Prek 3		482	494	501	501	501	501	501	501	501	501
Prek 4	227	558	532	544	551	551	551	551	551	551	551
K	696	646	654	628	640	647	647	647	647	647	647
1	690	806	749	758	729	743	751	751	751	729	729
2	684	650	756	704	712	686	699	706	706	685	665
3	643	684	651	754	703	711	686	698	705	684	664
4	576	631	670	638	736	688	695	672	683	670	650
SP ED	341	354	361	361	365	360	361	360	362	354	346
<b>TOTAL</b>	<b>3857</b>	<b>4811</b>	<b>4867</b>	<b>4888</b>	<b>4937</b>	<b>4887</b>	<b>4891</b>	<b>4886</b>	<b>4906</b>	<b>4821</b>	<b>4753</b>
5	572	606	662	702	669	769	720	727	704	696	683
6	535	586	620	676	716	683	782	733	740	700	692
SP ED	126	136	146	157	158	165	171	166	164	159	157
<b>TOTAL</b>	<b>1233</b>	<b>1328</b>	<b>1428</b>	<b>1535</b>	<b>1543</b>	<b>1617</b>	<b>1673</b>	<b>1626</b>	<b>1608</b>	<b>1555</b>	<b>1532</b>
7	547	602	658	695	756	800	764	872	818	809	765
8	480	503	552	602	635	689	728	696	792	729	721
SP ED	96	103	113	121	130	139	139	147	150	144	139
<b>TOTAL</b>	<b>1123</b>	<b>1208</b>	<b>1323</b>	<b>1418</b>	<b>1521</b>	<b>1628</b>	<b>1631</b>	<b>1715</b>	<b>1760</b>	<b>1682</b>	<b>1625</b>
9	566	603	631	692	754	795	862	911	871	983	905
10	441	404	430	450	494	538	568	615	650	622	702
11	307	340	312	332	347	381	415	438	474	501	480
12	276	271	300	276	293	307	337	367	387	419	443
SP ED	136	138	143	150	161	173	187	199	204	216	216
<b>TOTAL</b>	<b>1726</b>	<b>1756</b>	<b>1816</b>	<b>1900</b>	<b>2049</b>	<b>2194</b>	<b>2369</b>	<b>2530</b>	<b>2586</b>	<b>2741</b>	<b>2746</b>
<b>PREK-12</b>											
<b>TOTAL</b>	<b>7939</b>	<b>9103</b>	<b>9434</b>	<b>9741</b>	<b>10050</b>	<b>10326</b>	<b>10564</b>	<b>10757</b>	<b>10860</b>	<b>10799</b>	<b>10656</b>

# Appendix C: Career Cluster Taxonomy

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## **Agriculture, Food and Natural Resources**

Farming  
Animal Science  
Plan Systems  
Natural Resources

## **Architecture and Construction**

Construction Design and Planning  
Building  
Construction Equipment Operation

## **Arts, Audio Visual Technology and Communications**

Audio Visual and Visual Arts  
Printing  
Performing Arts  
Journalism and Broadcasting  
Telecommunications

## **Business Management and Administration**

Management and Administration  
Office and Clerical

## **Education and Training**

Administration  
Teaching  
Educational Support

## **Finance**

Financial and Investment Planning  
Banking and Related Services  
Insurance Sales

## **Government and Public Administration**

Governance  
Planning  
Regulation  
Services

## **Health Science**

Therapeutic Services  
Diagnostic Services  
Therapy Services  
Educational Support  
Nursing

## **Hospitality and Tourism**

Food and Beverage Services  
Lodging Services  
Travel and Tourism  
Recreation Amusements and Attractions  
Casino Services

## **Human Services**

Childhood Development  
Family and Community Services  
Personal Care Services  
Religion

## **Information Technology**

Network Systems  
Information Support and Services  
Programming and Software Development  
Support Services

## **Law and Public Safety and Security**

Correctional Services  
Emergency and Fire Management Services  
Security and Protection Services  
Law Enforcement Services  
Law, Professional  
Law, Paralegal

## **Manufacturing**

Production  
Design, Operations and Maintenance

## **Marketing, Sales and Services**

Buying, Marketing and Sales  
Personal Services  
Real Estate  
Maintenance and Repairs

## **Science, Technology, Eng. and Math**

Engineering  
Engineering Technology  
Science and Math

## **Transportation, Distribution and Logistics**

Transportation, Air  
Transportation, Land  
Transportation, Rail  
Distribution and Logistics

# Credits and Acknowledgements

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## *Report prepared by:*

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## Photo Credits:

Photos are by Ellen Shoshkes except:

Marcella Massopust provided the photo of the terra cotta facade used on pages 11, 44 and 54

The National Clearinghouse for Education Facilities ([www.edfacilities.org/ga](http://www.edfacilities.org/ga)) is the source of the photo of Nobel High School used on page 11.

the NJ Department of Environmental Protection ([www.nj.gov/dep/dsr/urban-fishing2.htm](http://www.nj.gov/dep/dsr/urban-fishing2.htm).) is the source of the photo of boys fishing in Perth Amboy used on page 47.

Historical photos from [jhalpin.com/nj/perthamb/](http://jhalpin.com/nj/perthamb/):

- p. 44 RH Chemical 1916  
McGinness School, 1910
- p. 45 Perth Amboy from Staten Island, 1844  
Smith Street, 1924
- p. 46 Perth Amboy dock, 1907
- p. 47 Rt. 9/Edison Bridge  
Ferry to Tottenville
- p. 54 US Post Office Perth Amboy, 1921  
Carnegie Library Perth Amboy 1915  
Kearny Cottage

Historical photos digitized by Architecture D+U:

- p. 44 Map of Perth Amboy ca. 1683
- p. 46 McGinness School cafeteria  
McGinness School murals  
Perth Amboy High School marching band.

## Map Credits:

All maps were produced by Ellen Shoshkes, using original maps prepared by Jacobs Environmental, Inc. for Perth Amboy for FOCUS 2000 and the Master Plan, that were made available for the use of this projec, and digitized by Architecture D+U LLC.

There are two sxeceptions:

Maps on page 35 were based on orignal material prepared by the US Department of Housing and Urban Development, and made available to the public on the internet..

The map of New Jersey on page 26 is based on a map found at the Middlesex County website ([co.middlesex.nj.us/economicdevelopment/](http://co.middlesex.nj.us/economicdevelopment/)).

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